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ABSTRACT

Stressing global interdependence, this guide suggests resources, materials, and activities related to major world problems. Global interdependence is interpreted as connections between and among nations in areas of war and peace, human rights, environmental use, economics, and international law. The major objective is to help students understand the international moral, political, economic, and geophysical dimensions of world problems. Following a discussion of the concept of interdependence and a listing of resources, the document presents eight units related to global concerns: food and nutrition, global economy, human rights, oceans, peace, resource scarcity, science and technology, and international institutions. Each unit includes objectives, background, discussion questions, bibliography, resource materials, audiovisual aids, classroom activities, field trips, and references. Learning activities involve students in educational games, group discussion and role playing, reading and writing assignments, oral reports, writing letters to government agencies in the United States and abroad, surveying class and community members on topics related to global development, compiling annotated bibliographies, and arranging class visitations by experts on disarmament, poverty, development, and related topics. The units are designed for use as a complete course, mini-course, or for integration into existing curriculum. (Author/DE)

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INTERdependence

Curriculum Aid

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The World Affairs Council of Philadelphia
in cooperation with
The School District of Philadelphia

The World Affairs Council of Philadelphia is a non-profit, non-partisan educational organization whose purpose is to provide the community with opportunities to discuss and analyze the facts and issues shaping world affairs, American foreign policy and related international and domestic issues. It is the Council's belief that agreement isn't essential in a democracy, but participation is. The Council aims:

... to develop an informed public opinion on key foreign policy issues...

... to further an understanding of political, social, economic and cultural matters...

... to stimulate citizen involvement in foreign policy formation...

... to prepare students for responsible roles as citizens and community leaders...

In its traditional role as convenor of discussion and debate on global issues, the World Affairs Council, in recognition of the Philadelphia region's leadership role during the first 200 years of our history and in view of the global crises which today affect all, gave thoughtful consideration to its role in the American Bicentennial. Nothing, it was felt, could be more timely and relevant than to extend the concept of Independence to Interdependence. The concept of "A Declaration of INTERdependence" emerged and the Council adopted a five step program:

1. Drafting of "A Declaration of INTERdependence" by historian Henry Steele Commager.

2. Signing of the Declaration by members of Congress and other leading Americans to promote widespread awareness.

3. Arranging "INTERdependence Assemblies" and a joint consultation of the United States organizations capable of furthering American initiatives in world affairs.

4. Sponsoring a Convocation of Specialized Agencies of the United Nations.

5. Encouraging deepened study of Interdependence by America's youth through such activities as the preparation of relevant materials for inclusion in school curricula.

In line with the final step of this Bicentennial Era program and to further its aim to educate students in world affairs, the World Affairs Council, in cooperation with the School District of Philadelphia, has developed this INTERdependence Curriculum Aid. The idea for this booklet emerged from discussions with local school administrators, curriculum experts and teachers. Three units of this Aid were prepared in draft form and tested during the spring 1976 semester by ten senior high school teachers in public, private and parochial schools. The positive feedback from this pilot project together with the endeavors during the 1975-76 school year of the International Studies Committee of the School District of Philadelphia have resulted in the materials presented here.

This INTERdependence Curriculum Aid is available at $3.00 per copy from:

The World Affairs Council of Philadelphia
John Wanamaker Store, Third Floor Gallery
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FOREWORD

This Curriculum Aid includes eight sections which have been designed for use as a complete course, for integration into already existing curriculum or for use independently as mini-courses. The Aid does not attempt to cover every topic of global concern. Such issues as pollution, energy, population, and space receive only peripheral treatment in this booklet while each one could be a unit of study itself.

Too, the division of the study of Interdependence into eight topics is purely for organizational purposes. Interdependence is a single concept and the eight units are tied very closely to each other. Each unit follows the same format: objective, background, sample discussion questions, bibliography, resource materials, audio-visual aids, classroom activities, local field trips and references (where references used to develop the background are the same as the bibliography, this section has been omitted.) Because many of the resource materials, films, activities and field trips listed in a particular unit can be used just as effectively in conjunction with the study of other units, we have cross-referenced some items. However, our efforts in this regard are not to be considered all-inclusive; as you use this material you will undoubtedly find listings not cross-referenced which apply equally well to various units.

We have also included a General Resources listing following the Introduction. Titles included here can provide good general background as you approach the study of Interdependence with your students and some (e.g., The Interdependent) are good continuing sources of information for latest developments on particular global issues.

ACKNOWLEDGMENTS

Various individuals, organizations and sources contributed to the development of this Interdependence Curriculum Aid and it is a pleasure for us to acknowledge their role. Invaluable support was lent to this project by Dr. I. Ezra Staples, Deputy Superintendent for Instructional Services, School District of Philadelphia.

Sandra Tanenbaum was the principal author of the background information, and Gerald Cullen and David Wendt wrote this portion for one unit each. Special mention is due to Betty Reardon, Director, School Program, Institute for World Order, who prepared the section on World Law and International Institutions and to Peter Vanadia, Mid-Atlantic Regional Director of the Oceanic Society, who contributed the section on Oceans.

The development of classroom activities, as well as gathering information on resource materials, audio-visual aids and local field trips, for each unit was handled as a separate project and we are grateful to Ronald Gechman, Eileen Lynn and Robert Prive, teachers associated with the on-going World Affairs Council's student program, for their excellent contributions.

Many staff members of the World Affairs Council and of the Social Studies Department of the School District of Philadelphia were involved in the production of this booklet. The International Studies Committee, composed of social studies teachers from throughout the School District, under the chairmanship of Dr. George W. French, Director, Social Studies Education, provided outlines for each topic in this Curriculum Aid. John F. Reichard, Executive Director of the World Affairs Council's "A Declaration of INTERdependence" program, wrote the introduction and Margaret H. Lonzetta, Director of the Council's Student Activities Department, coordinated the project. Finally, Dr. Alexander Shevlin, Director, Instructional Publications and Materials, School District of Philadelphia, contributed technical support.

The following people generously agreed to review the materials contained in this Curriculum Aid: John Baker, Arms Control Association; Bill Brown, Director of Special Programs, The Franklin Institute; Jayne C. Millar (Wood), Director, Public Information, Overseas Development Council; Robert Palmer, Executive Vice President, Philadelphia National Bank; Dr. Fred Hofkin, Director, Science Education, School District of Philadelphia; and Nancy L. Nolde.

The principal source of information from which both ideas and actual activities were excerpted was Focusing on Global Poverty and Development - A Resource Book for Educators. We are grateful to Jayne C. Millar, its author, and to the Overseas Development Council for providing such an outstanding resource.

INTRODUCTION to INTERDEPENDENCE - Getting It All Together

Interdependence has emerged as a catchword of international affairs analysis as Americans enter their third century. While the catchword threatens to become a catch-all for every international matter, and that dramatic view of earth from a spaceship which so enlarged mankind's sense of unity and "globality" may encourage oversimplification of the great issues in human affairs, interdependence is nonetheless the term of our time, connecting and interconnecting war and peace, human rights, the uses and misuses and limits of the physical planet, the complex apparatus of international economics, the achievements of learning and the sciences and the arts — and all attempts to order international activity through agreements, laws, systems and institutions.

It is the emerging world of perceived interdependence for which this Curriculum Aid attempts to provide some initial guidelines. The Aid is introductory and not comprehensive; but hopefully it will provide sufficient signposts and stimuli to encourage independent educational investigation within and without the classroom. The search by student and teacher for the common connection, concern and heritage can be creative indeed. While that search will often reveal that we live in an age of proliferating and deepening global problems, the response of Americans to those global challenges will hopefully be, as Henry Steele Commager has exhorted us in his "A Declaration of INTERdependence", to "display once again that boldness, enterprise, magnanimity and vision, which enabled the founders of our Republic to bring forth a new nation and to inaugurate a new era in human history."

Why is interdependence suddenly a different way of looking at things, a new international frame of reference? First, there is the recognition that such realities as extraordinary technological advances, the "life and death" character of the nuclear arms threat, exponential population growth, mounting and widespread environmental pollution, the "seamless web" of the world economy and other forces have forever ended the option of nations to pursue their national destinies in isolation from one another. If the option of non-involvement has been an illusion in recent history, it was nevertheless perceived as an option (the People's Republic of China may have embarked on a national course of minimal foreign involvements, but most observers predict there are clear limits to this policy.)

Secondly, while it has been traditional to approach world affairs in terms of conflicts between nations A and B, a failing economy in C, an ideological shift in D — and such an approach remains in certain respects valid and necessary — there is now emerging a larger view revealing that A, B, C and D are events on a broader global stage, one on which there are few separate dramas. While some actions obviously impact on others more directly, the chain of certain key relationships and themes runs through all human experience. Each one of the units in this Aid can be viewed from the perspectives of every other one. If a student can be led to see that every issue generally has moral, political, economic, geophysical, as well as other dimensions, that student will have begun to discover how to make interdependent judgments.

Interdependence poses some special difficulties for student and teacher. Trying to look at things as a whole — getting it all together — is an enormous intellectual challenge. Most of the organization of government and non-governmental institutions is designed to handle specialized functions or parts of problems. Few individuals or agencies can grasp such totalities as interdependence projects. However, if we can aid students to understand that there are at one end of the global spectrum obvious interdependencies — e.g. the hard fact that pollution "flies with the winds and flows with seas" — and at the other end a series of ideals and principles such as those enumerated by Henry Steel Commager (one interesting educational exercise might be to determine if students wanted to substitute alternative ideals, principles or goals for any of Commager's), and in between an elaborate set of human institutions, traditions, folkways, etc. which greatly complicate any effort to move from the problems to those ideal solutions, then this Aid will have served a useful purpose in preparing the student to live in, to cope with an interdependent age.

Commenting recently on the question of the particular and the general in education, Stephen K. Bailey, Vice President of the American Council on Education, said "Nations, like individuals, must, as they grow older and more mature, wear a pair of bifocal eyeglasses. For some purposes, they must look through the lower lens at matters that are close by, at life's localism and intimacies. But for other purposes they must look through the upper lens at more distant and general horizons. The challenge of this generation is to articulate the psychological delights and securities of diversity while identifying those matters that must by their very nature be handled by the large institutions and large-scale endeavors."

An important, continuing part of the interdependence debate, which is charged with great educational significance, is what the U.S. role is to be in an interdependent world. Interdependence does not mean — some critics notwithstanding — that all things are equal, nor that the world's leadership will suddenly be a global collective. Many believe that the U.S. experience in developing a nation out of quarreling colonies and of blending the diverse and pluralistic groupings of Americans together into a productive society over two centuries gives the U.S. extraordinary, perhaps unique, capability in leading the way into an interdependent age. Further, it is argued, that we are the most advanced nation technologically and that technology will be essential in solving many global problems. Many international experts emphasize that the U.S. has more cultural, economic and political impact on the world than any nation — an impact occasionally so overwhelming as to be self-defeating. So, a case can surely be made for the U.S. taking a strong leadership role in developing an interdependent world order.

Others will argue that the U.S. should assess the results of recent international involvements and foreign aid undertakings and keep a low profile in the world. They fear that much of the "so called" interdependence is dangerously close to being a new form of imperialism, especially in the way multinational companies are developing as a sort of "extrasovereign" force (but often closely related to the U.S.) in many parts of the world.

So the questions for the student who as a citizen is soon to play a key role in determining U.S. foreign policy is in what way does America contribute to the solution of world problems — what is in our best self interest, and in the interest of men and women everywhere? What can we as a people best do? What should be the style of that activity?

The World Affairs Council's Bicentennial Era program, and the Commager document, "A Declaration of INTERdependence", are not uncontroversial. The Council's program has been called "subversive" and "treasonous" by the John Birch Society. It has been widely misunderstood to be an effort to replace the Declaration of Independence and to construct a new world constitution to replace the U.S. Constitution — in sum an effort to erode the sovereignty of the American people. Even a much less extreme critic, columnist James J. Kilpatrick, echoes the view of many when he says: "These babblers talk of a rule of law under the broadened jurisdiction of the World Court. Rule by whose law? Would they like the Soviet Union's law on private property? Would they prefer India's law on freedom of the press? Would they be pleased by a nice Brazilian view of habeas corpus?"

It would be easy to dismiss such criticism simply as ignorance or misguided nationalism. However, there are legitimate concerns among many Americans that the move toward new "international orders", especially economic, will necessitate sacrifices as we seek to reconcile our traditional market and moral imperatives, that rapid American disarmament could encourage new wars, and that any global laws will put the United States at some disadvantage.

These concerns suggest precisely why the business of coping with interdependence will be a tough, challenging task and a very creative one if successful. The alternatives for Americans are to forego the opportunity to achieve some predictability in the international system (thus freeing us from worldwide inflation, among other ills), to risk greatly the possibility of a nuclear military catastrophe (a danger we may be forgetting), to accept the starvation of millions, to live on a planet increasingly fouled by pollution and to relinquish the continuing opportunity to bring American values and leadership onto the world stage.

Accordingly, it should be a prime objective of interdependence study to establish that it is not whether interdependence, but how much and what kind? What are we to do about it, how are we to cope?

Betty Reardon, who has authored the unit on "World Law and International Institutions," rightly points out that a major challenge for the next generation will be the creation and management of international institutions to deal with fundamental human requirements. For young Americans looking back at the period leading up to 1789, when a cluster of young sovereign states struggled toward nationhood, the parallel may be inspiring. John Kennedy called the U.S. Constitution the first "Declaration of INTERdependence." For those who bewail that our times lack a similar challenge, it may be time to polish Stephen Bailey's bifocals. The experience of young people may often be short, but their vision can be quite clear.

While it may be too extreme to say that we must within the next decade establish some acceptable world order and defuse the many kinds of time bombs which seem to be ticking away — or we will have squandered our final opportunities — the clear urgencies of interdependence suggest that there never will be a more appropriate time for mankind to get it all together.

It could be a thrilling time to be alive.

A Declaration Of INTERdependence

WHEN IN THE COURSE OF HISTORY the threat of extinction confronts mankind, it is necessary for the people of The United States to declare their interdependence with the people of all nations and to embrace those principles and build those institutions which will enable mankind to survive and civilization to flourish.

Two centuries ago our forefathers brought forth a new nation; now we must join with others to bring forth a new world order. On this historic occasion it is proper that the American people should reaffirm those principles on which the United States of America was founded, acknowledge the new crises which confront them, accept the new obligations which history imposes upon them, and set forth the causes which impel them to affirm before all peoples their commitment to a Declaration of Interdependence.

We hold these truths to be self-evident: that all men are created equal; that the inequalities and injustices which afflict so much of the human race are the product of history and society, not of God or nature; that people everywhere are entitled to the blessings of life and liberty, peace and security and the realization of their full potential; that they have an inescapable moral obligation to preserve those rights for posterity; and that to achieve these ends all the peoples and nations of the globe should acknowledge their interdependence and join together to dedicate their minds and their hearts to the solution of those problems which threaten their survival.

To establish a new world order of compassion, peace, justice and security, it is essential that mankind free itself from the limitations of national prejudice, and acknowledge that the forces that unite it are incomparably deeper than those that divide it – that all people are part of one global community, dependent on one body of resources, bound together by the ties of a common humanity and associated in a common adventure on the planet Earth.

Let us then join together to vindicate and realize this great truth that mankind is one, and as one will nobly save or irreparably lose the heritage of thousands of years of civilization. And let us set forth the principles which should animate and inspire us if our civilization is to survive.

WE AFFIRM that the resources of the globe are finite, not infinite, that they are the heritage of no one nation or generation, but of all peoples, nations and of posterity, and that our deepest obligation is to transmit to that posterity a planet richer in material bounty, in beauty and in delight than we found it. Narrow notions of national sovereignty must not be permitted to curtail that obligation.

WE AFFIRM that the exploitation of the poor by the rich, and the weak by the strong violates our common humanity and denies to large segments of society the blessings of life, liberty and happiness. We recognize a moral obligation to strive for a more prudent and more equitable sharing of the resources of the earth in order to ameliorate poverty, hunger and disease.

WE AFFIRM that the resources of nature are sufficient to nourish and sustain all the present inhabitants of the globe and that there is an obligation on every society to distribute those resources equitably, along with a corollary obligation upon every society to assure that its population does not place upon Nature a burden heavier than it can bear.

WE AFFIRM our responsibility to help create conditions which will make for peace and security and to build more effective machinery for keeping peace among the nations. Because the insensate accumulation of nuclear, chemical and biological weapons threatens the survival of Mankind we call for the immediate reduction and eventual elimination of these weapons under international supervision. We deplore the reliance on force to settle disputes between nation states and between rival groups within such states.

WE AFFIRM that the oceans are the common property of mankind whose dependence on their incomparable resources of nourishment and strength will, in the next century, become crucial for human survival, and that their exploitation should be so regulated as to serve the interests of the entire globe, and of future generations.

WE AFFIRM that pollution flows with the waters and flies with the winds, that it recognizes no boundary lines and penetrates all defenses, that it works irreparable damage alike to Nature and to Mankind – threatening with extinction the life of the seas, the flora and fauna of the earth, the health of the people in cities and the countryside alike – and that it can be adequately controlled only through international cooperation.

WE AFFIRM that the exploration and utilization of outer space is a matter equally important to all the nations of the globe and that no nation can be permitted to exploit or develop the potentialities of the planetary system exclusively for its own benefit.

WE AFFIRM that the economy of all nations is a seamless web, and that no one nation can any longer effectively maintain its processes of production and monetary systems without recognizing the necessity for collaborative regulation by international authorities.

WE AFFIRM that in a civilized society, the institutions of science and the arts are never at war and call upon all nations to exempt these institutions from the claims of chauvinistic nationalism and to foster that great community of learning and creativity whose benign function it is to advance civilization and the health and happiness of mankind.

WE AFFIRM that a world without law is a world without order, and we call upon all nations to strengthen and to sustain the United Nations and its specialized agencies, and other institutions of world order, and to broaden the jurisdiction of the World Court, that these may preside over a reign of law that will not only end wars but end as well that mindless violence which terrorizes our society even in times of peace.

WE can no longer afford to make little plans, allow ourselves to be the captives of events and forces over which we have no control, consult our fears rather than our hopes. We call upon the American people, on the threshold of the third century of their national existence, to display once again that boldness, enterprise, magnanimity and vision which enabled the founders of our Republic to bring forth a new nation and inaugurate a new era in human history. The fate of humanity hangs in the balance. Throughout the globe, hearts and hopes wait upon us. We summon all Mankind to unite to meet the great challenge.

– Henry Steele Commager

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A Cartoon History of United States Foreign Policy 1776-1976
by the Editors of the Foreign Policy Association with an introduction by Daniel P. Moynihan. New York: Morrow Paperback Editions, 1976. ($3.95)

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Excellent resource for global studies; each issue includes a "Backgrounder" page on a topic of global importance. Designed specially for classroom use, it also includes suggested reading and class activities.

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U. S. Committee for UNICEF
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or from your local UNICEF office.

The United Nations and Human Survival
Henry C. Beerits. Published by the Information Services of the American Friends Service Committee, Philadelphia, 1976. $1.50 per copy - a review of the United Nations potential as a key factor in the solution of major world problems. The following chapters are particularly appropriate to areas of study in this Curriculum Aid:

"The United Nations and the Reshaping of the World Economic Order" - section on Global Economy

"The United Nations and the Building of a Durable Peace" - section on Peace and Disarmament

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FOOD AND NUTRITION

OBJECTIVE:

To familiarize students with the current world food supply and with the causes of hunger here and abroad so that they may come to perceive the complex international problems and interrelationships dealing with this vital area of world concern. The interplay of technology, ethics, and politics is highlighted.

BACKGROUND:

The world food supply and its nutritional implications are germane to any study of international interdependence. Malnutrition is a serious problem in much of the world, and experts agree that a realistic solution to the problem must be grounded in international cooperation. Too, world food scarcity is tied to the population question and to diminished energy sources--two widely acknowledged aspects of international interdependence.

Much of the world is hungry. Although limited data make it impossible to know the numbers of people who go to bed hungry every night, the Food and Agriculture Organization of the United Nations estimates that at least one eighth of the world's total population is chronically malnourished, undernourished or both. In developing nations the number of malnourished is upwards of 50 percent and hunger is a startlingly common affliction in this country as well. The effects of malnutrition are varied and far-reaching. It is a major cause of childhood mortality because a poorly nourished child has little immunity to infection and may die of an otherwise curable disease. Statistics show that in Latin America malnutrition is a primary cause or contributing factor in 50 to 75 percent of all deaths of one- to four-year olds. Another effect of malnutrition is retarded mental development. Malnourished youngsters have lower intelligence quotients than their well nourished peers, and the damage to their mental health is irreversible. (4) Perhaps the most devastating aspect of malnutrition is that it is self-perpetuating. Hungry children are unable to learn the skills that would alleviate their hunger, and poorly nourished laborers do not achieve their productive potential. Clearly, population is a contributing factor to food scarcity, and experts project that if the world's population continues to increase at its present rate, it will double in a little more than a generation. Accompanying population growth is the rising level of affluence in the industrialized nations. For example, the annual per capita beef consumption in the United States was 55 pounds in 1940 and rose to 117 by 1972. Statistics reveal similar trends in other wealthy nations. As the industrialized states grow richer, their food demands increase. (4)

The immediate cause of the present world food crisis is a series of disruptive forces beginning with a drought and frost in the Soviet Union in 1972. The Soviet grain crop was ruined. Dry weather ravaged crops in India, Australia, Argentina, and Africa, and typhoons wiped out the Filipino harvest. Excessive rains depleted the American corn and soybean crops. Peru's fish catch was drastically reduced, and the world lost a major source of livestock feed. In response to the demands of Russian consumers, the Soviet Union finally reversed her long-standing economic policy and entered the world grain market with a purchase order for 28 million tons. (The Soviet wheat deal of 1974 is a very good example of the market, moral and political considerations involved in the current world food situation.) In the past, American agricultural surplus had compensated for any particular lack in the world food market, but the events of

1972 so upset that market that poor countries became desperate to fill their needs and drove food prices up. A year later the "energy crisis" further strained the world food supply by creating a severe scarcity of fuel and fertilizer. (1) Although 1972's traumas are past, the world food supply is by no means secure. With only sporadic access to technological advances, farmers face the possibility of continued meterorological extremes and uncertainties, a prolonged scarcity of fertilizer, and limited room for expansion. A shortage of fresh water and accessible energy sources also bode ill for agricultural productivity. (1)

One global response to world hunger was the World Food Conference held in Rome in November 1974. The emphasis of the Conference fell on the obligation of the rich nations to the poor ones and on how best to implement that obligation. At the opening assembly, Secretary of State Kissinger proposed that three international bodies be created to coordinate world efforts to avert famine. An exporters planning group, a production and investment coordinating group and a reserve coordinating group would help to increase produce among food exporters and set aside an emergency store for future crises. As the conference progressed, a group of Canadian church and charitable organizations proposed that the wealthy nations resolve to eat less in order to increase their aid to needier states. Along the same lines, the major grain producers--including the United States--agreed to consider limiting their foreign sales in order to provide increased emergency aid. The United States delegation also proposed a resolution limiting the non-agricultural use of fertilizer. By the end of the Conference, the role of the United States in solving the world's food problems was firmly established. A Conference secretariat official concluded that one half of the food needed to stave off famine must come from the United States, that is, that the United States must provide 50 percent of the ten million tons of food for the world's hungry. (5)

The American reputation as a giant of food production is well deserved:

> On his roaring tractor or combine, the United States farmer presents a Bunyanesque figure. Where his Soviet counterpart feeds six besides himself, the American supports 46; where an Asian or African spends five days in the field to produce a hundred pounds of grain, the American spends only five minutes. (1)

Yet hunger is a serious problem in the United States as well as abroad. In Philadelphia, for example, ten percent of the school children entering local public schools in 1974 were malnourished to the extent that normal physical growth had been retarded and anemia had set in. (2) In the United States as a whole, the groups most affected by domestic hunger are young children who suffer developmental damage if poorly nourished; pregnant women and nursing mothers who pass their nutritional deficiencies on to their children; American Indians who are among the nation's most impoverished ethnic groups; migrant laborers who in addition to being poor fail to satisfy residency requirements for local nutrition programs and relief funds; and the elderly who live on fixed incomes and often require special diets. (3) Moreover, many wealthy Americans suffer from malnourished obesity; we eat often, but we do not eat well. Several solutions to the problems of hunger and malnutrition have been proposed. On the domestic front, federal programs designed to combat hunger might do that more efficiently if they were constructed to operate with greater flexibility. Many needy Americans are excluded from social service programs on account of bureaucratic technicalities. For example, food stamps may not be used in restaurants, so those poor people who cannot afford cooking facilities are further penalized. (3)

On a larger scale, the solution to the problems of hunger lies in the redistribution of resources and increased food production. To these ends, particular policy changes should be considered. A reliable world food reserve system should be organized. International management of oceanic fisheries could be instituted to avoid a depletion of that natural resource. As for population, there exists a movement for intensive, worldwide family planning against which have mobilized those concerned about its moral and political ramifications. All parties to the population controversy, however, recognize that the solution to the population problem must be sought in the context of economic and social justice for all the world's people. A general improvement in living standards, including better employment opportunities and a changing role for women is bound to contribute to a slowed rate of population growth.

Of course, the most obvious and traditionally acceptable policy vis-a-vis world hunger is support for agricultural development in the poorer countries. Now there is encouraging evidence that that support will pay off: only in the heretofore undeveloped states can farmers find the promising combination of new land, abundant sunlight, and a year-round growing season. One crop now being perfected for cultivation in these countries is the sweet potato. It can provide a protein level comparable to that of rice, but with twice the yield, and it contains high levels of Vitamin A. (1) However, arable land not yet cultivated is becoming a scarce commodity. Extensive deforestation could cause severe ecological problems; fresh water is in limited supply until a cheap desalinization process can be developed and the growth of irrigated areas of the world which doubled from 1950 until 1970 has slowed because the most economically feasible projects have been carried out. Climate, bad weather, scarcity of fertilizer, oil shortage and inflation have been factors in limiting food production.

Ultimately the solutions to the problems of food scarcity must be expressed in political terms. A case in point is the Green Revolution which began when, in the 1950's, American technologists working in Mexico developed a variety of high-yielding wheats. These doubled the per acre yield of the traditional wheats, and anticipated the development, a few years later, of a superior variety of rice. The new grains, however, were accessible only to those farmers who could afford the requisite fertilizer. Large landowners put their new profits to use buying out smaller competitors and mechanizing jobs previously held by farm laborers. This, coupled with the use of few insecticides, the continuing loss of food to rodents and the escalating cost of fertilizer, have thwarted the increases once projected. Thus the Green Revolution served to generate as well as mitigate the poverty of developing nations. (4) An increasingly voiced proposal for solving the problems of poverty is known as triage - a French military term which refers to the medical disaster strategy of dividing casualties into three categories: those with superficial wounds, those badly injured but capable of surviving if given medical help, and those hopeless cases on whom limited medical manpower and supplies would be wasted. The application of this term to the world food supply holds that foreign aid should be restricted to those hungry nations that have demonstrated the will and potential for self-help. Morever, according to the triage or life-boat - theory, the United States would not accept responsibility for aid to countries who oppose American foreign policy. Secretary of Agriculture Earl Butz confirmed the essentially political nature of the world food supply when he stated, "Food is a weapon. It is now one of the principal tools in our negotiating kit." (Time, November 11, 1974, page 80)

In any event, the issues of world hunger raise any number of moral questions; the response of American students to world food scarcity must also be grounded in an examination of basic assumptions about human rights.

SAMPLE DISCUSSION QUESTIONS:

1. What responsibilities do the rich countries, such as the United States, have to the poor countries in helping them secure necessary food in times of scarcity and high prices?

2. Would you support action to set aside a portion of the United States agricultural production for contribution to an international food reserve if this meant higher prices in American supermarkets? Why? Why not?

3. The world is experiencing a fertilizer shortage, and the amount that Americans use to make lawns, golf courses, and cemeteries greener could help to produce food to feed 90 million people. In light of this evidence of the impact of the American affluence (which is representative of disproportionate consumption in many areas), what policies related to world hunger ought we to advocate?

4. What are some of the political barriers to solving the problem of world hunger?

5. Are some people always "bound to be poor?" If so, are they bound by the "system" or their own natures? Discuss. (4)

6. Are the reasons people are hungry in the United States different from the reasons people are hungry in poor countries? Or is hunger in rich countries a different issue from hunger in the developing world? Why or why not? (4)

7. Is social welfare a necessary evil or a form of social justice in a country as rich as the United States? Does it reduce one's incentive to work? Discuss. (4)

8. Should food be used as a political weapon? Why? Why not?

9. How does the energy shortage relate to the food shortage?

10. In the development of a national food policy, should the first priority be "crops for profit" or "crops for health"? How can these two areas be reconciled?

11. What has caused the Green Revolution to slow down?

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<u>Books</u>

Brown, Lester R. with Erik P. Eckholm. <u>By Bread Alone</u>. New York: Praeger Publishers, 1974.

This important analysis reveals the grim dimensions of the global food crisis, explaining how the spiraling rate of population growth plus increasing affluence is creating a clamorous demand for food that is already straining the production capabilities of the world's farmers and fishermen. Lester R. Brown, internationally recognized authority on agricultural development, is also the author of <u>Man, Land and Food</u>, <u>Seeds of Change</u>, <u>World Without Borders</u>, and <u>In the Human Interest</u>.

Books (Continued)

Frankel, Francine R. India's Green Revolution: Economic Gains and Political Costs. Princeton, New Jersey: Princeton University Press, 1971.

A political scientist, Frankel here presents an in-depth study of India's agricultural advances. Her focus is the disparity between the benefits of the Green Revolution to the large landowners and the costs of same to the small farmers. A fine example of the interplay between economic development and social injustice.

Halacy, D. S., Jr. Feast and Famine: Man and the Food-Life Chain. Philadelphia: Macrae Smith Company, 1971.

This is a clear and complete treatment of the scientific side of nutrition. Full of photographs and diagrams, Halacy's book makes reference to the global food shortage and points up such futuristic solutions as synthetic food.

Hightower, Jim. Eat Your Heart Out: Food Profiteering in America. New York: Crown Publishers, Inc., 1975.

This somewhat unorthodox reference examines the effects of food conglomerates on the price and quality of American nutrition. It is most pertinent to the topic of global hunger because it makes painfully clear the interrelationships of nutrition, prices, industry, and government.

Simon, Paul and Art. The Politics of World Hunger. Harper's Magazine Press, 1973.

An objective factual documentation of the economic problems of developing countries and the endeavors and involvements of the United States; very readable for high school students. A paperback Bread for the World (Art Simon, Paulist Press, New York - $1.50) treats the same themes but with greater emphasis on how ordinary persons can help shape government policies which affect the Third World.

Periodicals

Foreign Affairs, Volume 54, No. 2, January 1976, "Food Politics" by Emma Rothschild: Purports that the "new politics" of American food as an instrument of power is illusory.

The New York Times (August 10, 1974 through November 5, 1974) featured a series of very good articles on the world food crisis.

National Geographic, July 1975, 148:2-39.

Newsweek (cover story), November 11, 1974.

Social Education (special issue), November-December 1974.

Time (special section), November 11, 1974, 104:66-84.

Time, Newsweek and the New York Times are good continuing sources of information on this global topic.

RESOURCE MATERIALS:

Disarmament and Hunger: Life and Death for Planet Earth - Outlines comparative costs of present arms production and development programs and show linkages between disarmament and hunger. Critical of the United States policy on both scores. Raises moral issues and question of priorities. Available free from:

U. S. Inter-religious Committee on Peace
100 Maryland Avenue, N. E.
Washington, D. C. 20002

Food: Where Nutrition, Politics and Culture Meet - Teachers' activities guide on world food problems developed for high school and college students. Stresses the technique of learning by doing rather than by listening. Available at $4.50 from:

Center for Science in the Public Interest
1757 S Street, N.W.
Washington, D. C. 20009

Global Issue: Hunger - Packet designed to aid in planning hunger-awareness programs. Information about speakers, discussion guide, film list, bibliography and list of hunger related organizations and centers. Available free from:

National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, D.C. 20009

Hunger and Development - Issue packet. An introduction to the major facts and figures, interpretations and conclusions about hunger, malnutrition and food production. Selected pamphlets, article reprints, a bibliography and a list of organizations which provide additional in-depth information. Available from:

American Freedom from Hunger Foundation
1625 I Street, N.W.
Washington, D. C. 20006

Hunger on Spaceship Earth - A packet including hunger facts, suggestions, questionnaires, and a very good simulation game. Available for $1.50 from:

American Friends Service Committee
15 Rutherford Place
New York, New York 10003

The March of Dimes - Puts out a brochure on nutrition and birth defects. They will provide enough for a class if you so request by writing to them at 1723 Chestnut Street, Philadelphia, Pennsylvania 19103, or calling (215) 561-2400.

Things to Come: The World Food Crisis - The Way Out - Background of the food crisis, the inequities of global food distribution, the results of continued malnutrition for half of the world's peoples, the effects of price fluctuations on world food markets, etc. $1.00 per copy from:

U. N. Development Program
650 First Avenue, P. O. Box 433
Murray Hill Station, New York, New York 10016

War on Hunger - Monthly Agency for International Development publication; available without cost to persons who request to be placed on the mailing list:

Publications Division
Office of Public Affairs, AID
Room 4953, State Department Building
Washington, D. C. 20523

Women and Food - A summary of a paper prepared for the Rome conference by the Norwegian delegation. Illuminates a crucial factor most frequently omitted from discussion of remedies for the food crisis - the significance of the women farmers who produce the larger percent of food in the developing countries. 50¢ in stamps from:

Institute for World Order
1140 Avenue of the Americas
New York, New York 10036

The World Food Situation and Prospects to 1985 - Comprehensive analysis of the factors which influenced food production, consumption and trade prior to 1972; causes for the turbulent developments of 1972-74; and factors which will shape future developments. Available at no cost from:

Economic Research Service
USDA
Washington, D. C. 20250

World Hunger - Newsweek Map of the Month, March 1975 - available for $1.00 from:

Newsweek Education Division
Box 414
Livingston, New Jersey 07039
Toll free 1-800-631-1040

Bread Line - Simulation can be ordered as LGM49 for $18.00 from:

Social Studies School Service
10,000 Culver Boulevard
P. O. Box 802
Culver City, California 90230

A simulation concerning food availability in the Third World. The class is divided into seven groups representing villages in an underdeveloped country. Stage one of the simulation shows the problem in general; stage two considers the effect of foreign aid; and stage three introduces modern commercial farming techniques on a large scale. Students have very few opportunities for decision making, but rather are at the mercy of events determined by the throw of the dice. After the simulation is complete the entire class is included in written and discussion activities on solutions to the world food problem. 30 student guides, teacher's guide.

Teaching About World Hunger - U. S. Committee for UNICEF kit No. 5419. Excellent background material, suggested class activities and wallcharts. Available for $2.00 (see address under General Resources).

AUDIO-VISUAL AIDS:

Films

The following films should be available from most secondary school film services:

Food for the Modern World / 21 minutes
Focuses on U. S. food technology and agricultural advances of the last 50 years and voices concerns over the world food supply.

Tomorrow's World: Feeding the Billions / Parts I and II each 54 minutes
Explores ways being developed to increase the world food supply.

Bamboo: Plant of 1000 Uses / 14 minutes
Illustrates how bamboo provides a livelihood for many people. Bamboo is a good example of the versatility of some plants and their potential.

Japan's Food from Land and Sea / 12 minutes
How Japan has employed technology to produce enough food for her people.

Available free from the Peace Corps:

Hope and Harvest / 26 minutes
Focuses on Peace Corps agricultural activities in seven countries. Points up the language skills and personal sensitivity of the Peace Corps workers.

Available free from FAO of the United Nations:

Incentive for Action / 30 minutes
Explains the functions of the FAO World Food Programme in which surplus food is redistributed among developing nations.

The following films should be reserved at least 24 hours in advance of showing time. They are available at most Philadelphia public libraries:

Hunger in America / 54 minutes
CBS Reports Series.

Harvest / 28 minutes
Explores the Rockefeller Foundation's technical assistance program in developing nations. Highlights super-crops.

Available free from: Office of Information, Catholic Relief Services, 1011 First Avenue, New York, New York 10022, (212) 838-4700, Ext. 55.

In Justice and in Charity / 12 minutes
A highly informative full-color filmstrip dealing with the world food crisis, its origins, its impact and its potential solutions.

CLASSROOM ACTIVITIES:

1. Population Activity Game

Note to Teacher: This game will be appreciated most by younger or lower level students. However, since the game gives the student a visual representation of a very important aspect of the food and nutrition problem, it may, in its simplicity, be of value to all students. The method of presentation of the game by the teacher should be different for different levels of students.

WHAT DOES "POPULATION DENSITY" MEAN?

You may have heard the phrase "population density" in your studies, or on radio or television. Here's how you can understand what these words mean while thinking about people living around the world.

I. Measure off five areas on your classroom floor. Each area should be 36 inches by 72 inches. This is 2 square yards. Let's say that this represents one square mile of land that is usable for farming, homes, factories or stores, or one cultivated square mile.

II. Now, thirty-five students from the class are divided into the following groups:

9 represent China	(1800 people per cultivated square mile)*
1 represents USA	(130 people per cultivated square mile)
4 represent India	(700 people per cultivated square mile)
2 represent USSR	(260 people per cultivated square mile)
19 represent Japan	(3700 people per cultivated square mile)

*Source: U. S. Dept. of State, August 1971.

If there are more than 35 students the others can represent other countries.

III. Each group must stand or sit in its space. Figure out ways to get everybody in--you can use chairs, or desks, or anything, but everybody in the group must be in that space--because that's how it is to live in that country. (You can get more people in if everyone stands on one foot, but you have to help each other to keep from toppling over. This is interdependence.) Think about how difficult it is to share the food from that piece of land with everyone in the room--and to have to live together in peace and harmony besides. Talk about this in class.

Now you know what population density means. And, you know why the Japanese have small homes and tall skyscrapers.

(Excerpted from One World booklet, produced cooperatively by the World Affairs Council of Philadelphia and the School District of Philadelphia.)

2. "The Global Peanuts Game" - William A. Nesbitt*

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*Copyright 1975

3. "Experiencing Hunger" - Bring students together for a whole day (perhaps a Saturday) for an activity relating to the study of the world food supply. Announce beforehand that "meals" will be provided so students eat nothing before arriving. For the morning meal serve a cup of diluted tea, perhaps a crust of bread or a small bowl of rice. Serve the same meal for lunch. For the evening meal include a "bite" of

chicken, a piece of fruit, or watered-down soup. The time between meals might be spent watching films, playing simulation games, reading, etc., but above all, students should not be able to leave the room for any reason other than real necessity.

"Debriefing" either the same day (after a good meal) or the next day could focus on several areas: (a) the feeling of hunger and the boredom with meals that comes with eating rice, rice, and more rice; (b) the frustration of being unable to get any other food; (c) the problem of dealing with anger and frustration that builds up when large numbers of people, feeling hungry and uncomfortable, live together in the same small area for a period of time. P. 127 Focusing on Global Poverty and Development, Jayne C. Millar, Overseas Development Council, 1974.

4. Ask students to plan meals for a week on a welfare-poverty diet of $1 per day per person. What exactly can they buy with that money, and are the things they plan to eat each day nutritious? P. 128 Focusing on Global Poverty and Development, Jayne C. Millar, Overseas Development Council, 1974.

5. Have students study the eating habits in their own homes as well as in American culture in general by keeping a record of the meals eaten and the food consumed (both quantity and quality) at these meals for one week. Have students contrast these eating habits with those in a developing country. P. 132 Focusing on Global Poverty and Development, Jayne C. Millar, Overseas Development Council, 1974.

6. The Mexican Consulate will provide speakers on the subject of nutrition. Although Mexico is a neighbor to the United States, the Mexican food supply is quite strained and provides a striking contrast to our own affluence. To arrange for a speaker call (215) WA 2-4262. One will be sent free of charge.

7. Have students plan--and perhaps actually plant--a subsistence garden. Prospective crops should be considered on the basis of their nutritional potential, space requirements and need for fertilizer.

LOCAL FIELD TRIPS:

1. High school classes may visit the Lehigh Center of Senior Wheels--a Model Cities nutritional program for senior citizens. The Center is located at 12th Street and Lehigh Avenue, and a trip there could include sharing a meal with the elderly clients, hearing a lecture by the Center's staff, viewing films on the subject of nutrition, etc. To arrange a visit to Senior Wheels, call Ms. Marion Furlowe at (215) BA 6-6200.

2. The Cardinal's Commission on Human Rights operates 28 Emergency Feeding Centers throughout the Philadelphia area. A trip to one of these Centers would expose students to both the nutritional and sociological aspects of emergency care. To arrange a visit to an Emergency Feeding Center, call Ms. Diane Miller at (215) 587-3760.

3. St. Joseph's College Academy of Food Marketing will provide lecture and library facilities for classes of high school students. To arrange a visit to St. Joseph's, call Mr. Dan McLaughlin or Father Edward Brady at (215) 879-7458.

4. A complete list of local farmers who open their farms to the public is available from the Pennsylvania Department of Agriculture. To obtain the list, write: Mrs. Thelma Shalley, Pennsylvania Department of Agriculture, Region VII Office, 402 Century Plaza Building, Lansdale, Pennsylvania 19446 or call (215) 368-3000. Ask for the Pennsylvania Farm Vacation Directory and the Pennsylvania Farmer-to-Consumer listing. These specify just which aspects of food production are available at which farms.

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(2) Cardinal's Commission on Human Relations. "Local Hunger and Malnutrition Fact Sheet."

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(4) Millar, Jayne C. Focusing on Global Poverty and Development. Washington, D. C.: Overseas Development Council, 1974.

(5) The New York Times, November 6-13, 1974.

(6) Sai, Frederick T. "Food, Nutrition and Family Health." Food and Population, Summer-Fall 1974, pages 28-30.

(7) World Needs Program of American University. "To Nourish Humanity: Summary Proceedings of a Symposium on World Food and Population." October 7-8, 1974.

GLOBAL ECONOMY: MONEY, TRADE, DEVELOPMENT

OBJECTIVE:

To familiarize the student with the basics of international economics, especially regarding development efforts on the part of the United States. The financial interdependence of nations is stressed. Students are asked to consider the advantages and disadvantages of the increasingly powerful multinational corporations.

BACKGROUND:

The events of the recent past have emphatically pointed up the importance and changeability of global economics. The increased price of oil and the growing scarcity and expense of other natural resources have gone some way towards redistributing the wealth among and within nations. (2) Nevertheless, the quality of life remains superior in the industrialized nations, largely because of the developing nations' need for machinery, selected raw materials, and technical and managerial skills. (3) Indeed, large-scale manufacturing may not proceed until a surplus of economic goods is converted to capital and invested in equipment and technology.

It is perhaps helpful at this point to distinguish among three categories of developing nations.@ (The general treatment of global economics contained in this unit applies in some ways to all the developing countries; specific economic potentials and development strategies discussed, however, correspond more directly to one stage of development than to another. Discussion of various problems and proposals will prove more fruitful if this is kept in mind.) The Fourth World includes the Indian subcontinent and some of Africa and the Caribbean; it is on the brink of complete economic collapse. The Third World--much of Latin America and Southeast Asia--enjoys a higher level of economic development; that is, a more diverse production and export potential and creditworthiness in the international capital market. Finally, the OPEC nations are increasing their wealth rapidly and exercising ever greater influence on the conduct of international economics. (2) Other cartels have been set up or have accelerated their activities for eight primary products in addition to oil; among these are bauxite, coffee, iron ore, phosphate and tin. However, few of these are expected to have the cohesiveness or staying power of OPEC.

One means of providing the developing nations with what they lack is international trade. Indeed, the poorer countries rely on the profits from foreign trade to purchase 80 percent of their supplies. Their most lucrative exports are raw materials, manufactured goods, and labor, depending on what is most abundant and whether or not foreign markets are willing to purchase what they have to offer. Also, foreign exchange receipts from tourism are sometimes significant, e.g., the Caribbean. Many industrialized nations--the United States for example--impose tariffs and other trade restrictions on foreign imports in order to protect domestic suppliers from having to

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@The term "North-South" has come into use recently to describe the developed and developing world. "North" is used as a shorthand description of the world's "developed" or "industrialized" countries while "South" encompasses the "less developed" countries ranging from the newly rich but non-industrialized members of OPEC (Organization of Petroleum Exporting Countries) to the poorest and least developed countries of Africa, Asia and Latin America.

compete. Nevertheless, in 1972 developing countries provided 28 percent of American imports and purchased one-third of American exports. By buying what the developing nations produce, we provide them with currency to purchase what we produce. (3) The issue of economic protectionism is one with which students of development must come to grips. Industrialized nations can provide excellent markets for poorer countries, but the interests of domestic labor and industry have to be considered in the process. Lower tariffs, for example, would enable the American consumer to purchase a greater number of foreign products, but would at the same time halt domestic manufacture of similar but necessarily higher priced goods. It is not overstating the case to say that the future of international economic development lies in reconciliation of the interests of the developing exporters with those of the labor force in the industrialized world. (3) If developing countries choose to industrialize with help from the Western world, one of the requirements is for these countries to achieve economic, political and social stability and to create a sufficiently positive regulatory climate to attract the huge sums of development capital and technology necessary to foster major economic development. One of the institutions most responsible for abetting international trade is the International Monetary Fund. Established in 1944 to promote exchange-rate stability, the Fund's resources consist of gold and foreign currencies paid in by member nations. These nations can then draw on the Fund to counteract a balance of payments deficit and need not withdraw from the international marketplace for lack of funds. Such an arrangement clearly stimulates the flow of international trade. (4)

Another facet of global economics is foreign assistance to the developing nations. This assistance may take the form of loans or grants from either individual nations or international agencies, and may be intended for a specific kind of development such as military or technological. During the 1950's and 1960's American aid was coordinated with other Cold War efforts; much of our aid to developing nations was military. (3) What economic aid was provided assumed that investment in the "modern" sector of a developing economy would produce a "trickle down" effect and ultimately boost the standard of living on every economic level. Actually, although American economic aid succeeded in producing aggregate growth, the large rural populations benefited little from our efforts to speed their development. (2) The reasons why American aid to developing nations has been frequently less than successful are many and varied. A contributing factor is no doubt our failure to consider and respect the distinct culture of each nation we help. The cultures indigenous to most developing nations cannot (and perhaps should not) easily accommodate the social structure and personal values underpinning much of our technological aid. In fact, some types of aid are at cross purposes with local strivings. Consider, for example, birth control programs in rural India. A family planning client there recently explained to his social worker:

> "You were trying to convince me in 1960 that I shouldn't have any more sons. Now, you see, I have six sons and two daughters, and I sit home in leisure. They are grown up and they bring me money. You told me I was a poor man and couldn't support a large family. Now, you see, because of my large family, I am a rich man."
>
> (New York Times, May 30, 1976, page 18)

Development projects often thrust inhabitants of developing nations into new and confusing roles, disrupting the local power structure and undermining efforts to promote cooperation with the local community. On the other hand some of these local power structures will have to be broken down if development is to proceed. Most industrialized nations feel that the imposition of at least some of their values is a rightful and necessary component of their aid to developing countries. All of this is further complicated

by the fact that some foreign aid, notably in the form of education, actually depletes human resources in the developing nations. This paradoxical state of affairs results from the so-called Brain Drain - the large-scale immigration to more affluent societies of young professionals badly needed at home. Clearly, international aid is a complex matter and one that must be resolved on all sides if the process of development is to be successful. In reaction to the recent involvement in Vietnam, present United States commitment to development efforts is less than it has been. The Congress has consistently voted against new foreign aid programs and has lessened budgetary allocations for existing ones. The share of the American GNP set aside for official development assistance dropped from .56 percent in 1961 to .28 percent in 1973; the United States ranks fourteenth among the sixteen donor nations in the percentage of GNP allocated for foreign aid. (3)

For some developing countries, tourism is the most lucrative industry; in many, it is an important earner of foreign exchange. Unfortunately, tourism also disturbs the indigenous culture and consumes many precious resources, particularly when tourist facilities are foreign-owned. In order to maximize the economic potential of this kind of industry, substantial efforts must be made to plan for resource scarcity and utilization of local labor. (3)

The most dynamic force in current global economics is the multinational corporation. Operating in many countries under multinational stock ownership, the multinational corporations are responsible for an increasingly large share of direct foreign investment in developing nations. The significance of these companies is well illustrated by the following figures: of the hundred largest economic entities in 1974, 41 were multinational corporations (MNC's); by 1980, some three hundred MNC's may control 75 percent of the world's manufacturing assets. MNC's are as controversial as they are powerful. Those who support their growth contend that they are a superior vehicle for international economic growth. Other experts point out that investment of large corporations in the developing nations will lessen the developing peoples' chance for any kind of self-determination. Moreover, most MNC's are American-based companies, and American labor objects to the relocation of company jobs in other countries where workers are paid less. Too, the multinational set-up could be regulated more effectively because as it currently exists, it is full of possibilities for tax evasion and secrecy. (3)

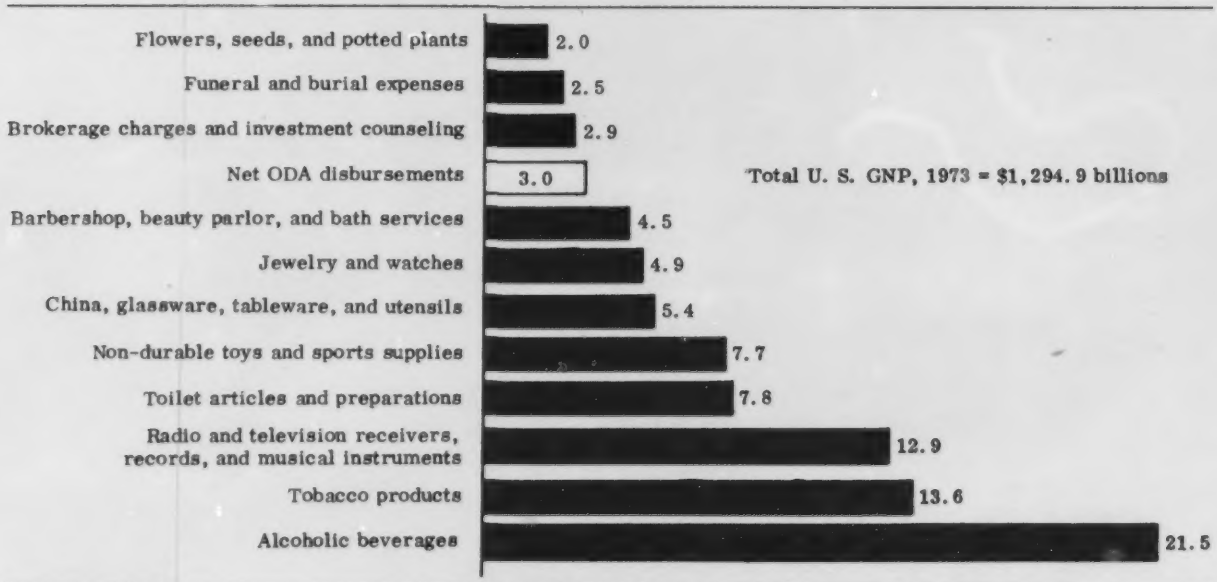
An important new global economic concept, the New International Economic Order, has emerged from the Sixth and Seventh Special Sessions of the United Nations. (Special sessions are extraordinary meetings of the full United Nations membership called to discuss urgent and important world problems.) The Sixth Special Session on Raw Materials and Development, convened in the Spring of 1974, was the first called to consider an economic problem. The Seventh Special Session, held in September 1975, continued the discussion initiated by the Sixth Special Session and also dealt with the structure of the United Nations system and its suitability to the current economic and social tasks facing the international community. In his keynote speech before the beginning of the Seventh Special Session, Assembly President Bouteflika (Foreign Minister of Algeria) reminded the delegates that they were expected to find "unequivocal" answers to the following questions: "What kind of world do we want to build? What kind of future are we to prepare for coming generations?"

What is "new" about the New International Economic Order is that it demands that real inroads be made on key problems of mass poverty and unemployment and that there be a change in policy by leading countries in both trade and transfers of real resources. It also represents a new awareness and commitment to collective self-reliance by the

Third World and a new appreciation by both developing and developed countries of reciprocal dependence or interdependence. While the content of the recommendations may not be completely new, the problems are presented more comprehensively and with new urgency and practically all nations, i.e., those from the "First, Second, Third and Fourth Worlds" are involved in this debate.

The global economy is a perfect showplace for international interdependence. Now as perhaps never before, the well-being of industrailized and developing nations alike is dependent on full recognition of man's common destiny, and economic policy will be successful to the extent that it provides for such recognition.

Selected U. S. Personal Consumption Expenditures and Net ODA* Disbursements, 1973 ($ billions)



SOURCE: U. S. Department of Commerce, Survey of Current Business, Volume 54, No. 7, July 1974, page 24.

*ODA = Overseas Development Assistance

SAMPLE DISCUSSION QUESTIONS:

1. What reasons would you give for promoting a policy favorable to the development of poorer countries, such as the giving of foreign aid? (3)

2. How does the International Monetary Fund stimulate the flow of international trade?

3. Must we solve the problems of domestic poverty before tackling poverty abroad? What is the relationship of the developing nations to poor people in this country?

4. What are the advantages and disadvantages of the increasing economic powers of MNC's? How is your life affected by, say, the multinational oil companies?

5. Compare aid to the developing nations with welfare payments in the United States. (3) Do the recipients of each kind of assistance have to repay the grant? Do they have a say in what kind of assistance they receive? Should they?

6. What are some ways of providing money and technology to the poorer countries of the world? (3)

7. On what basis should countries receive aid? Why do you suppose some countries receive more aid than others? (3)

8. Why do you think American firms have resettled much of their manufacturing in other countries? Why might developing nations want foreign corporations operating within their borders? (3)

9. What is the meaning of "free trade"? Do you think "free trade" is a good idea? (3) Which Americans are likely to favor "free trade"; which are likely to oppose it?

10. What is the meaning of the term "most favored nation"? Should the United States use the granting of favored nation status to influence the internal policies of the nations we trade with?

11. What conditions indicate the major inequities of the "old" economic order? Who suffers most as a result of these inequities? What characteristics of the old order account for the inequities? Who are the various actors in the present international economic order?

BIBLIOGRAPHY:

Barnet, Richard J. and Muller, Ronald E. Global Reach: The Power of the Multinational Corporation. New York: Simon and Schuster, 1974.

Explores the thesis that the Multinational Corporation contributes to an increase in inequality and unemployment in poor countries. The authors state "...if global corporations do not undergo profound changes in their goals and strategies, or are not effectively controlled, they will continue to act as disturbers of the peace on a global scale."

Hawkins, E. K. The Principles of Development Aid. Baltimore: Penguin Books, Inc., 1970.

One of the Penguin Modern Economics Texts, this book serves to outline and explain the basic economics of foreign aid. Hawkins presents the economic mechanisms of development with a minimum of highly technical discussion. He includes a pertinent chapter on the role of international agencies.

Oksenberg, Michael (ed.). China's Developmental Experience. New York: Praeger Publishers, 1973.

This collection of essays reviews a variety of development issues and how they have found resolution in People's Republic of China. Rather than speaking directly to interdependence, the book provides the contrast of a development process carried out in virtual isolation.

Schumacher, E. F. Small Is Beautiful: Economics as if People Mattered. New York: Harper Colophon Books, 1973.

Economics as humanistic social wisdom; a challenge to the philosophy of materialism and to conventional economics.

Turner, Louis. Multinational Companies and the Third World. New York: Hill and Wang, 1973.

Turner's book is a clear, to-the-point treatment of MNC's in developing nations. It is both a compilation of past abuses by the corporations and a presentation of arguments for and against foreign investment in the Third World.

The United States and World Development: Agenda for Action 1976. Roger D. Hansen and the Staff of the Overseas Development Council, Washington, D. C. Praeger Publishers.

This volume of Agenda for Action focuses on the overall dimensions of the major issues to be examined in "North-South" forums throughout the world in 1976 with emphasis on economic development issues.

Wall, David. The Charity of Nations. New York: Basic Books, Inc., 1973.

This book is an analysis of the political and economic motives for giving aid. It examines western aid-giving as it now exists and considers the questions of who needs what, who deserves what, and what forms aid should take. Included is a chapter on the domestic politics of aid.

RESOURCE MATERIALS:

Growth: How Much More? - March 1976, Newsweek News Focus contains background information, discussion questions and visuals that can be easily reproduced.

Third World/Fourth World - December 1975, Newsweek News Focus. Same format as above.

Both publications available at approximately $2.00 each from:

Newsweek Education Division
Box 414
Livingston, New Jersey 07039
Toll free 1-800-631-1040

The following are sample publications that are available free from the Federal Reserve Bank of Philadelphia (Department of Public Information, Philadelphia, Pennsylvania 19101).

A Humanist's View: The Art of Management and Other Talks, includes a discussion of "The Responsibility of Business" and "Industry for Social Welfare in Today's World."

Defending the Dollar

Series for Economic Education, includes a discussion of "Economic Man vs. Social Man" and "The Mystery of Economic Growth."

The Handwriting is on the Wall - A World Development Primer - A development anthology with special sections on food and agriculture, population, trade and business, employment and values. $1.00. Available from:

World Neighbors
5116 North Portland
Oklahoma City, Oklahoma 73112

Summary: Agenda for Action 1976 - Condensation in outline form of the introductory essay from the Agenda for Action (see Bibliography). Good classroom tool for a teacher with an Agenda. Free. Available from:

Overseas Development Council
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

The Trouble with Trade - An analysis of foreign trade and investment issues, including discussion of multinational corporations and adjustment assistance programs ($.40). Politics of Trade. Basic introduction to trade problems for the general reader ($.75). Development in the 1970's. A review of development issues and a summary of national and international trends ($.40). These three publications are available from:

League of Women Voters
1730 M Street, N.W.
Washington, D.C. 20036

AUDIO-VISUAL AIDS:

Free from the United Nations Development Program:

One and a Half Dreams / 24 minutes
An introduction to United Nations assistance programs and the problems of developing nations.

The following films should be available from most secondary school film services:

Breaking the Trade Barrier / Parts I and II each 26 minutes
Interviews with Americans of all kinds concerning whether the United States should join the European Common Market.

Money--How Its Value Changes / 14 minutes

How the value of the dollar is related to concepts like the cost of living, recession, supply and demand, inflation.

Screen News Digest--Volume 16, Issue 8--The World World / 15 minutes

"Resource Diplomacy" in international affairs.

The following film is available from the Free Library of Philadelphia and should be reserved at least 24 hours in advance:

Delaware River, Port of Opportunity / 22 minutes

A look at the activity generated in the port area and at the industry stimulated by international trade there.

Available free from:

World Bank
1818 H Street, N.W.
Washington, D. C. 20433

Tilt / 23 minutes

Explores the imbalance in the distribution of the world's wealth and resources. Shows attitudes of both rich and poor countries toward the issue of development and poses some alternatives for development strategies.

Available from Paulist Productions:

Nobody Loves a Rich Uncle

See Audio-Visual Section under Science and Technology for details.

Available free from:

Department of Public Information
Federal Reserve Bank of Philadelphia
Philadelphia, Pennsylvania 19101

Money on the Move / 27 minutes

A close look at how the Federal Reserve system harmonizes conflicting economic interests in a free economy to help maintain the nation's economic health and world leadership.

Available from:

BFA Educational Media
2211 Michigan Avenue
Santa Monica, California 90404

Economic Georgraphy

Comparison of two systems emphasizing various components of the economy such as labor, production and trade as they relate in the economic development in two nations (1971).

Available from:

BNA Communications, Inc.
A Division of the Bureau of National Affairs, Inc.
5615 Fishers Lane
Rockville, Maryland 20852

The Multinational Corporation
Presents Dan Seymour, President of J. Walter Thompson Company, and university professor Peter Drucker in a discussion of these world-wide economic systems (1971).

Multi-Media material available from:

Newsweek Education Division
Box 414
Livingston, New Jersey 07039
Toll free 1-800-631-1040 for information about trial period, etc.

Economics and the Global Society
Includes three sound/color film strips, 36 duplicating masters, 12 visuals, simulation materials ($79.95 per kit).

CLASSROOM ACTIVITIES:

1. The United States Agency for International Development may be able to provide a speaker on the topic of A.I.D. projects overseas. Inquiries should be addressed to A.I.D., Office of Public Affairs, Room 4898, Washington, D.C. 20523. (Taken from Focusing on Global Poverty and Development.)

2. The Mexican Consulate in Philadelphia will provide a speaker on development in Mexico and the effect of multinational corporations there. To arrange for a speaker, call (215) WA 2-4262.

3. The IBM Corporation will provide a speaker on multinational corporations and the multinational nature of IBM. To arrange for a speaker send a request specifying the size of your class and the projected date of the presentation to Mrs. Florence Paris, IBM Corporation, Old Orchard Road, Armonk, New York 10504.

4. NARMIC (National Action/Research on the Military Industrial Complex), a program of the AFSC. Three new slide shows, the Multinational Corporation - "Agribusiness," "Corporations and Labor," and "Corporations and the New Economic Order," will be presented by a guest speaker. Call Arthur Kanegis, 241-7173.

5. Discuss with class.

   Which of your personal belongings are imported from other countries for sale in the United States? Pick five commonly purchased imports and investigate: i) where each was manufactured, ii) if a similar product is made and sold in this country, iii) the price of the import compared with its domestic counterpart.

6. Many simulations have been copied from the classic simulation - "Parker Brothers Monopoly." With a bit of imagination students can produce their own version on a global scale based on the economic realities of conglomerates and multinational corporations. Students may apply what they have learned; do some extra research and see if they can come up with a workable simulation.

7. Have several students prepare to debate the pro and con of:

   a. Multinational Corporations
   b. Foreign Aid

8. "Chairman of the Board" - The class represents a board of directors of a company going international. They must develop a checklist of factors to be taken into account in deciding what country could offer them the most favorable conditions for operating their firm. They should vote on a country in which to locate their head office and present the reasons for their decision. (A product choice and some outside research will make this simulation interesting in helping one to understand Board procedures and decisions.) This simulation can be expanded by having some members of the class represent the government and citizens of the country in which the company chooses to locate. A debriefing should follow this simulation.

9. Star Power: Simulation Game. Send $3.00 for directions on how to make your own kit to Simile II, P. O. Box 1023, LaJolla, California 92637. This game deals with the world's unequal distribution of wealth and power. Individual players have a chance to progress from one economic level to another by acquiring wealth through trade. The post game discussion, usually about the uses of power, is never boring. (Also available through Social Studies School Service, 10,000 Culver Boulevard, P. O. 802, Culver City, California 90230.)

10. Below is a copy of the estimated 1977 U.S. budget with outlays by function and also a percentage distribution of these budget outlays. Before showing the class the budget, have them list what percentage they would spend on the indicated functions. Next, compare the amounts that the students have listed with the actual outlays of the United States Government. Discuss the results.

1977 ESTIMATED U. S. BUDGET - Outlays by Function (in billions of dollars)

National Defense	$101,129
International Affairs	6,824
General science, space and technology	4,507
Natural resources, environment and energy	13,772
Agriculture	1,729
Commerce and transportation	16,498
Community and regional development	5,532
Education, training, employment and social services	16,615
Health	34,393
Income security	137,115
Veterans benefits and services	17,196
Law enforcement and justice	3,426
General government	3,433
Revenue sharing and general purpose fiscal assistance	7,351
Interest	41,297
Allowances	2,260
Undistributed offsetting receipts	-18,840
Total outlays	$394,237

1977 ESTIMATED U. S. BUDGET - Percentage Distribution of Outlays by Function

National Defense	25.6%
International Affairs	1.7
General science, space and technology	1.1
Natural resources, environment and energy	3.5
Agriculture	.4
Commerce and transportation	4.2
Community and regional development	1.4
Education, training, employment and social services	4.2
Health	8.7
Income security	34.8
Veterans benefits and services	4.4
Law enforcement and justice	.9
General government	.9
Revenue sharing and general purpose fiscal assistance	1.9
Interest	10.5
Allowances	.6
Undistributed offsetting receipts	-4.8
Total outlays	100.0%

NOTE: To facilitate students' work on this project, the following can be added together and considered as miscellaneous items: General government, Interest, Allowances, Undistributed offsetting receipts.

As a follow-up exercise, have the students research the budget of a developing country and compare that country's outlays with those of the United States. Budget information should be available from embassies. For example,

Embassy of Brazil
3006 Massachusetts Avenue, N.W.
Washington, D. C. 20008
or
Office of the Financial Counselor
600 Fifth Avenue, 20th Floor
New York, New York 10020

Office of the Economic Minister
Embassy of India
2107 Massachusetts Avenue, N.W.
Washington, D. C. 20008

Embassy of Saudi Arabia
1520 - 18th Street, N.W.
Washington, D. C. 20036

11. The Trade Game: Descriptive paper gives instructions for a simulation game in which players take the parts of consumers, traders and retailers in a commodity market. Free. Available from: Education Department, Oxfam 274 Banbury Road, Oxford, United Kingdom.

12. The Questionnaire contained on the following pages will serve as a general introduction to the topic of development. (Taken from Focusing on Global Poverty and Development, Jayne C. Millar, Overseas Development Council, 1974.)

SURVEY QUESTIONNAIRE ON GLOBAL DEVELOPMENT

Part I - Factual Knowledge

The purpose of this exercise is to get an idea of your understanding of and feelings about poverty and development. You are not expected to know the answers to every question. Please write your answer(s) in the blank at the right.

1. What percent of the world's population lives in developing countries? _____

   a. less than 10% c. about 25% e. about 50%
   b. about 75% d. about 90%

2. Approximately what percent of the world's population does the United States have? _____

   a. 3% c. 6% e. 9%
   b. 12% d. 15%

3. Approximately what percent of the world's wealth does the United States have? _____

   a. about 15% c. about 25% e. about 35%
   b. about 50% d. about 65%

4. Which three continents contain the majority of developing countries? _____

   a. Asia c. Africa e. Australia
   b. North America d. Latin America f. Europe

5. Which three of the following countries have the highest rate of population growth? _____

   a. India d. Japan g. Mexico
   b. Honduras e. Nigeria h. China (Mainland)
   c. Saudi Arabia f. U. S. i. Portugal

6. Which three of the following countries have the lowest rate of population growth? _____

   a. India d. Japan g. Mexico
   b. Honduras e. Nigeria h. China (Mainland)
   c. Saudi Arabia f. U. S. i. Portugal

The questions in Parts I and II of this survey questionnaire are taken or adapted from "Inventory--Global Poverty and Development," an exercise designed by World Neighbors; Kathleen Desmond, Development: Bridge to Peace (Washington, D. C.: American Freedom from Hunger Foundation, 1970); Church Women United Survey designed by Chris Cowap; various Overseas Development Council publications.

7. Which three countries in the following list have the largest populations? _____

a. Pakistan and Bangladesh
b. Venezuela
c. Nigeria
d. Germany
e. Mexico
f. Japan

8. In which region do you think one would find the lowest rate of literacy? _____

a. Asia
b. Oceania
c. Latin America
d. Europe
e. Africa
f. North America

9. What is the "green revolution"? _____

a. a guerilla war
b. a back-to-the-land movement
c. a breakthrough in food production
d. a victory for new kinds of pesticides
e. a new method of cutting back tropical overgrowth

10. Which five countries do you believe have the highest standard of living based on per capita income or GNP per capita? (This figure is obtained by dividing the total output of a country -- total GNP -- by its total population.) _____

a. Kenya
b. Czechoslovakia
c. Ecuador
d. Vietnam
e. South Africa
f. Mongolia
g. Argentina
h. India
i. Libya
j. Denmark

11. Which five countries do you believe have the lowest standard of living based on per capita income or GNP per capita? _____

a. Kenya
b. Czechoslovakia
c. Ecuador
d. Vietnam
e. South Africa
f. Mongolia
g. Argentina
h. India
i. Libya
j. Denmark

12. Which item do you think receives the biggest "chunk" of the United States budget? _____

a. foreign aid
b. military
c. welfare programs
d. education programs
e. government operations
f. health programs

13. What percent of the United States GNP do you think goes to foreign assistance? _____

a. about 25%
b. about 5%
c. about 15%
d. under 1%
e. about 10%

14. Do you think that the United States aid to developing countries as a percent of GNP is: _____

a. more than that of any other developed country
b. more than most developed countries
c. about the same as other developed countries
d. less than many other developed countries

15. Using the percent-of-GNP formula, where does the United States rank among all other countries in money given to the United Nations? _____

a. 1st
b. 52nd
c. 12th
d. 65th
e. 35th

16. In 1958, a Central African earned enough money, from selling us 200 pounds of cotton, to buy four blankets. How many blankets could he buy today for the money earned from selling the same amount of cotton? _____

a. 1 b. 4 c. 8 d. 12

17. Unemployment in the developing world ranges from _____ of the labor force. _____

a. 20 - 25%
b. 13 - 15%
c. 5 - 8%
d. 1 - 3%

18. The average protein intake of each person in the United States is about 96 grams per day, in India it is: _____

a. about the same
b. 1/2 as much
c. 3/4 as much
d. 1/3 as much

19. If current population growth rates are maintained, the number of people in the world will _____ by the year 2000. _____

a. remain about the same due to an increase in the practice of birth control
b. increase by 15%
c. double itself
d. be increased by 50%

20. The people of the United States make up less than 7% of the world's population yet they use about _____ of the world's non-renewable resources (such as aluminum, iron, and natural gas). _____

a. 40%
b. 65%
c. 75%
d. 90%

SURVEY QUESTIONNAIRE ON GLOBAL DEVELOPMENT

Part II - Attitudes

For numbers one through seven, please write "agree" or "disagree" in the blank on the right.

1. People are poor because they are lazy. _____

2. Most Americans have an accurate idea of how Africans live. _____

3. If poor nations would adopt the United States economic and political systems of capitalism and democracy, they would develop more rapidly. _____

4. The United States government should spend more to help developing countries. _____

5. Poverty in the United States and poverty in the developing countries of the world are not really related in any way. _____

6. If developing countries would adopt a Communist Chinese economic and political system, they would develop more rapidly. _____

7. Discrimination and oppression cause poverty around the world. _____

8. Write the first five words that come to your mind when you hear the word "poverty." _____
_____
_____
_____
_____

9. The major problems in the world for the rest of this century will be: (choose three) _____
_____

shortage of food, pollution, weapons race, future shock, inflation, disease, overpopulation, unemployment, energy crisis, war, widening rich-poor gap, urban slums, other. _____

10. Check the two statements which come closest to your thinking.

( ) a. The problem of world poverty is so enormous and complex I don't see how my life or my efforts will really make much difference.

( ) b. The problem of world poverty is my problem, since the future of my life is tied to the lives of all other people on earth.

( ) c. The problem of world poverty is solvable, and my responsibility is to do everything possible to get people and governments to practice the solutions.

( ) d. The problem of world poverty is mostly a problem of foreign countries, and it will have little effect on my life as a citizen of the United States.

( ) e. The problem of world poverty is so urgent that I can't wait to know all I need to know before I take action to combat poverty.

Answers to Part I

1. b. about 75 percent
2. c. 6 percent
3. e. about 35 percent
4. a. Asia, c. Africa, d. Latin America
5. b. Honduras, e. Nigeria, g. Mexico
6. d. Japan, f. U. S., i. Portugal
7. a. Pakistan and Bangladesh, d. Germany, f. Japan
8. e. Africa
9. c. a breakthrough in food production
10. b. Czechoslovakia, e. South Africa, g. Argentina, i. Libya, j. Denmark (Remember: per capita GNP is an average figure and doesn't indicate distribution of wealth. Some of the poorest countries have very rich sectors in their population, and this will pull up the average figure.)
11. a. Kenya, c. Ecuador, d. Vietnam, f. Mongolia, h. India
12. b. military
13. d. under 1 percent
14. d. less than many other developed countries
15. b. 52nd
16. a. 1
17. a. 20 - 25 percent
18. b. one half as much
19. c. double itself
20. a. 40 percent

LOCAL FIELD TRIPS:

1. Federal Reserve Building at 6th and Race Streets, Philadelphia. Tour and Film (Money on the Move) three times daily; opening early in 1977. Call (215) 574-6113 for reservations.

2. Franklin Mint on Route 1 at Franklin Center, four miles south of Media. Tour a mint which is famous not only for minting commemoratives but also the coins of foreign nations. For reservations, call GL 9-6000.

3. Tour Penn's Landing and see the Port of Philadelphia aboard the Showboat. Two hour tour. Group rates available at $1.50 per person. For reservations, call Showboat River Excursions, Inc., WA 5-7640. See a trade economy in action.

4. Atlantic Richfield Company will be offering tours in 1977 after construction is completed. Tour free. Write: ARCO, P. O. Box 7258, Philadelphia, Pennsylvania 19101 or call 557-2000.

5. If class is planning a trip to New York City, contact tour directors at New York Stock Exchange, (212) 623-3000 and American Stock Exchange, (212) 938-6000 to arrange visit. Also visit the "Money Tree Exhibit" at Merrill, Lynch, Pierce, Fenner and Smith in Wall Street area, (212) 766-1212.

REFERENCES:

(1) Farmer, Richard N. Benevolent Aggression. New York: David McKay Company, Inc., 1972.

(2) Hansen, Roger D. "The Emerging Challenge: Global Distribution of Income and Economic Opportunity." The United States and World Development Agenda for Action 1975. New York: Praeger Publishers, 1975.

(3) Millar, Jayne C. Focusing on Global Poverty and Development. Washington, D. C.: Overseas Development Council, 1974.

(4) Snider, Delbert A. Introduction to International Economics. Homewood, Illinois: Richard D. Irwin, Inc., 1963.

HUMAN RIGHTS

OBJECTIVE:

To clarify the concept of human rights, especially as it is invoked in the Universal Declaration of Human Rights. To familiarize students with current violations and advancements in the field of human rights and to seek the promotion and encouragement of respect for human rights and fundamental freedoms in an interdependent world.

BACKGROUND:

Human rights -- self-evident or proclaimed - define man's understanding of himself and speak not only to his expectations for the future but also to his concept of man in community. In an interdependent world, each of us may secure his own rights only by promoting the rights of all men and women. Of course this is not an easy - or terribly well-defined - task, but it is one that has been pursued more or less vigorously for centuries. Contemporary concern for human rights can be widely traced - to 17th, 18th, 19th and early 20th century pronouncements in England, France, Russia and the United States. In the works of eighteenth century theorists, human rights were referred to as the rights of Man; they were derived from the concept of natural law and were applied for the most part to the relationship of the individual to the state (Raphael, pages 54-55). The leaders of the American Revolution stated their ideas about government and rights very clearly in the Declaration of Independence. The Abolitionist movement also exerted tremendous influence on the development of concern for human rights as did the emergence of labor legislation at the end of the last century. The twentieth century revival of interest in human rights is, in great part, a response to their shocking violation during two World Wars and the fact that in a nuclear age negotiation of human rights may decide the future of human civilization (Cranston, page 44).

In May 1946, the United Nations Commission on Human Rights was appointed. Its task was to make recommendations for an International Bill of Rights, and from the start its efforts were plagued by the semantic ambiguities and political difficulties of the very concept, human rights, and how to define them. Most of the English-speaking members of the Commission proposed that the Bill of Rights be an instrument of positive law: they advocated global establishment of enforceable human rights. The Soviet Union, on the other hand, viewed the Bill as a manifesto only. Eventually a compromise was struck. The first part of the document, the Universal Declaration of Human Rights, is indeed a manifesto and has no real enforceability. The second part takes the form of two treaties -- the Covenant on Economic, Social and Cultural Rights and the Covenant on Civil and Political Rights. These will become enforceable upon ratification (Cranston, page 45). Do human rights exist regardless of their enforceability? The Preamble of the Human Rights Declaration speaks to this in recognizing the "inherent dignity" of man. Can an international body really establish human rights or merely reflect what is already widely recognized?

The question of cultural diversity as regards human rights is critical in an era of interdependence. Political confrontations may proceed in the name of human rights, but the participants are apt to have very different things in mind. The West abhors the totalitarianism of the Soviet Union; individuals there, it is claimed, are denied their basic human rights of free speech and freedom of religion. The Soviets respond by charging capitalist nations with economic exploitation - the violation of man's right to the fruits of his labors. The developing nations defend their sometimes blatant

nationalism by equating human rights with the right to national self-determination, and the debate as to what constitutes a human right continues (Schneider, page 81).

The United Nations has addressed itself to this variety of definitions by including in its own documents basically two types of rights. (See, in this regard, the titles of the two Covenants above.) One type of right, civil and political, is contained in the first twenty articles of the Declaration; these are rights such as freedom of movement, the right to own property, and equality before the law. The final ten articles of the Declaration reflect a second kind of right: economic and social rights such as the right to education and the right to work and form trade unions (Cranston, page 246). Clearly, not all nations affirm the Universal Declaration in their domestic policies. Some oppose it on account of cultural values or for the purpose of political expediency. The fact remains, however, that the United Nations has proclaimed a standard by which national policies may be judged. The United Nations recognizes that the civil rights of the Liberal tradition no longer suffice to ensure man's well-being - that "this classical framework of civil and political rights, while it provides society with some essential securities, can leave it morally immobile. The man who stole bread was sure of a fair trial and was free to speak out in public against the law that condemned him, but he was still hanged" (Fawcett, page 126). The inclusion of the second category of rights not only allows for representation of diverse political cultures in a single international document, but speaks directly to man's growing interdependence and the extent to which his destiny is played out in relationships with others.

If the regime of Adolph Hitler epitomized the violation of human rights, a timely example of efforts to fulfill them is the American civil rights movement of the 1960's. But the struggle for human rights is not confined to the history books. Examples abound in the present as well; the tenets of the Universal Declaration are constantly being tested. Article 18 proclaims the right to "freedom of thought, conscience and religion." The Soviet Union, however, has not complied with this transnational imperative, and freedom of religion has been openly if capriciously denied. The Soviet Union is not the only area where religious liberty is being flagrantly violated. An appalling contemporary instance is the Republic of Korea, but this situation can also be found in Spain, Uganda, Sudan, various South American countries, etc.

Article 5 of the Declaration states that "no one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment." Political prisoners of General Pinochet of Chile, however, have experienced glaring and heart-rending violation of this most basic right. There have been as many as 8000 Chilean citizens classed as political prisoners at one time; they are subjected to such tortures as sensory deprivation, intensive electroshock, and life-threatening beatings. Nobody really knows how many have died. The international response to the actions of the Chilean junta constitutes one sort of recourse in instances of gross violation of human rights. While human rights organizations and Chilean solidarity groups have worked to expose the junta, some European governments have severed diplomatic ties with Chile. When Pinochet refused to admit a United Nations fact-finding commission, the United Nations published a highly critical report and voted to condemn Chile for violation of human rights. The United States government has responded as well. Most significant is the McGovern-Abourezk amendment to the Foreign Assistance Act which promises to deny American aid to any nation guilty of systematic violation of human rights. (Styron, pages 16-17).

Most Americans are relatively secure in their rights to freedom of religion and freedom from torture. The far-reaching provisions of the Universal Declaration, then, are perhaps better illustrated with reference to the section of Article 23 which reads: "Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment." Does the United States government protect these rights? The current unemployment rate and the conflict surrounding the Humphrey-Hawkins full-employment bill would seem to indicate not. In fact, in the year of our nation's Bicentennial, this article of the Declaration is a plank in the platform of a major political party.

How can human rights be protected? A major drawback of the methods which exist to protect human rights is the complete lack of effective procedures to enforce decisions. Although the role of non-governmental organizations (e.g., Amnesty International, International Red Cross, International Commission of Jurists, etc.) in the promotion of human rights is tremendously important, what happens if a national government refuses to heed the urgings of these organizations or those of the United Nations Human Rights Commission itself? The most that can happen is unfavorable publicity directed toward that national government. What methods can be worked out for the protection of human rights for all persons on this planet? Steps have to be taken to strengthen existing systems or to create new machinery for protecting human rights; one suggestion that has come under consideration is the creation of the post of United Nations High Commissioner for Human Rights. Another vital area that must be considered in any discussion of better protection of human rights is the educational system; here students can come to understand the concept of human rights and begin to further the cause for human rights.

In trying to find answers about the protection and extension of human rights, we must, however, even ask ourselves if our commitment to interdependence and to human rights would tolerate multinational intervention in our political culture.

Universal Declaration of Human Rights

On December 10, 1948, without a dissenting vote, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights, the full text of which appears in the following pages. Following this historic act the Assembly called upon all member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read, and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore,

THE GENERAL ASSEMBLY

proclaims

THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act toward one another in a spirit of brotherhood.

Article 2. Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3. Everyone has the right to life, liberty and security of person.

Article 4. No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6. Everyone has the right to recognition everywhere as a person before the law.

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Article 7. All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8. Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9. No one shall be subjected to arbitrary arrest, detention or exile.

Article 10. Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11. (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12. No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13. (1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14. (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15. (1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16. (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17. (1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

Article 18. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19. Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20. (1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

Article 21. (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22. Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23. (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24. Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25. (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26. (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27. (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28. Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29. (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30. Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

SAMPLE DISCUSSION QUESTIONS:

1. Are human rights the same as individual rights? As humans, are there some rights we may only enjoy as part of a community?

2. What do you consider to be your most precious right? Under what law or agreement is it guaranteed?

3. What are the provisions of the Civil Rights Act of 1964? of the proposed Equal Rights Amendment?

4. What is the difference between civil rights and social rights? Which are more basic? more important?

5. Do you enjoy all the rights specified in the Universal Declaration of Human Rights? If not, how might you secure the ones you lack?

6. Are human rights at odds with partriotism? If so, which is more important?

7. What are the causes of the violation of human rights? How effective is the Universal Declaration of Human Rights?

8. Do you favor international action against nations that violate human rights? What form might such action take?

9. What is the relationship of rights to duties? Is a right something you must earn?

10. Why is it taking so long for women to secure equal rights?

BIBLIOGRAPHY:

Frankel, Jack R., Carter, Margaret and Reardon, Betty. The Struggle for Human Rights. New York: Random House, Inc., 1975.

Inexpensive paperback book ($1.75) in the Perspectives in World Order Series of the Institute for World Order, Inc., this is a brief but excellent introduction to the question of values in a consideration of human rights. Contains many actual reports of world-wide violations of human rights.

Kidd, Sheila. Some Suggestions on Teaching About Human Rights. Geneva: UNESCO, 1968.

This United Nations publication presents concise background material and specific ideas for building primary and secondary school curricula. Included are the texts of the Universal Declaration and the two Covenants.

Levine, Alan H. with Eve Cary and Diane Divoky. The Rights of Students: The Basic ACLU Guide to a Student's Rights. E. P. Dutton and Company, Inc., 1973.

This ACLU handbook is a good jumping-off point for a discussion of human rights in general. Organized in easy-to-use question and answer form, the book covers such topics as First Amendment Rights, Personal Appearance, Grades and Diplomas.

Raphael, D. D. (ed.). Political Theory and the Rights of Man. Bloomington: Indiana University Press, 1967.

Basic discussion of topic; includes sections on "Human Rights, Real and Supposed," "The International Protection of Human Rights," and "Human Rights Old and New."

RESOURCE MATERIALS:

Greenhaven Press, Inc.
P. O. Box 831
Anoka, Minnesota 55303

This company has a list of materials available in social studies that are of high quality and low cost. A listing is available upon request. The following are suggested for a study of the topic Human Rights:

Future Planning Game Series - Simulation $5.95 each. Fold-out maps have simulation activities on both sides. Students work in groups of four to six. Multiple copies probably should be ordered (4-5) to include a set for each group. However, the instructor can use the sheets as instructions for all. Titles in the series include:

"Determining America's Role in the World"
"Planning Tomorrow's Society"
"Facing the Ecology Crisis"
"Constructing a Political Philosophy"
"Planning Tomorrow's Prisons"
"Constructing a Life Philosophy"
"Determining Family and Sexual Roles"

The Dangers of Fascism by Reider Dittman - Cassette $12.95. Fascism is defined by Professor Dittman as he relates a fascinating tale of his personal experience with the Norwegian Underground and the Nazi death camp at Buchenwald. Professor Dittman is Director of International Studies at St. Olaf College in Northfield, Minnesota.

The Fellowship Commission of Philadelphia - 260 South 15th Street, Philadelphia, Pennsylvania 19103, KI 6-7600 prepares pamphlets and book kits for classroom use. The commission can also provide speakers on such topics as unemployment, community tensions, consumer affairs and education.

Any of the various science fiction titles and description of possible futures by such authors as Ray Bradbury, Isaac Asimov, Arthur C. Clarke and Robert A. Heinlen may serve as a basis for discussion of the possible future for human beings. The following titles can also be used effectively.

Brave New World and Brave New World: Revisited by Aldous Huxley.

1984 by George Orwell.

Gulag Archipelago by Aleksandr Solzhenitsyn.

AUDIO-VISUAL AIDS:

Films

The following films are available for a rental fee.

Apartheid: 20th Century Slavery / 27 minutes - Dist. - McGraw Hill Films, 1221 Avenue of the Americas, New York, New York 10020. Fee: - $15.00.

Through newsreels and interviews, this film documents the history of the situation and the present plight of the blacks, focusing on the mines and rural farms. Produced by the United Nations Television.

What Right Has a Child? / 15 minutes - Dist. - McGraw Hill. Fee: - $15.00.

Children from all over the world speak about the Declaration of Rights of the Child (passed by the United Nations, November 20, 1959) and what it means to them; contrasted with photographs of the reality of much of the world's condition. Produced by the United Nations.

Films (Continued)

Brotherhood of Man / 10 minutes - Dist. - McGraw Hill. Fee: - $15.00.

"Races of Mankind" by Drs. Ruth Benedict and Gene Weltfish provides the basis for this animated film. It stresses the equality of all peoples and their need for brotherhood.

Sad Song of Yellow Skin / 58 minutes - Dist. - Films Incorporated, 1144 Wilmette Avenue, Wilmette, Illinois 60091. Fee: - $35.00. Also a shortened version available as The Streets of Saigon / 28 minutes - Dist. - Films Incorporated. Fee: - $23.00.

The shorter version is edited for younger audiences. Sad Song of Yellow Skin is a social study in the true sense - live, as it happened, while the Vietnamese war was still going strong - filmed in the streets of Saigon.

Traditional sources for free films, such as public libraries, should be checked for titles that are applicable.

Miscellaneous

Sound Filmstrips and Filmstrips

South Africa: Conservation and Development / 1971-Silent - Dist. - Bear Films, Inc., 805 Smith Street, Baldwin, New York 11510. Free. This filmstrip may be retained permanently.

This filmstrip presents the viewpoint of the apartheid government of South Africa in a "positive" light. It is divided into three sections; the Land, the People, Today's Challenge. A teacher's manual accompanies the filmstrip.

We Are All Brothers / Silent - Dist. - Public Affairs Committee. Available as PAP 85, Social Studies School Service, 10,000 Culver Boulevard, P. O. Box 802, Culver City, California 90230. Fee: - $3.50.

A basic introduction to the problems of racial prejudice. A 53-frame filmstrip, teacher's guide and pamphlet written by anthropologist Ruth Benedict and Gene Weltfish, bring to light the facts that race, religion and nationality do not make one man superior to another. Based on the short film Brotherhood of Man (see above).

Man: The Endangered Species / SFS - Dist. - The Perfection Form Company, Logan, Iowa 51546. Telephone: (800) 831-4190. Fee: No. 95310 (record) - $19.95, and No. 95311 (cassette) - $21.50.

A photo-essay on the role of nature and wilderness in man's life. Thesis assumes somewhat the "higher pantheism" of Emerson translated to modern problems. Sound is 13 minutes.

Warsaw Ghetto: Holocaust and Resistance / SFS - Dist. - Jewish Labor Committee. Available from The Social Studies School Service as JLC51C. Fee: - $12.00

Narrated by Theodore Bikel, this excellent sound filmstrip focuses on life in the ghetto under the Nazi regime.

CLASSROOM ACTIVITIES:

1. Bafa Bafa: A Cross Culture Simulation by R. Garry Shirts. Directions on how to make your own kit ($3.50) or as G882, kit for 18-36 players ($20.00). Available from: Social Studies School Service, 10,000 Culver Boulevard, P. O. Box 802, Culver City, California 90230.

   A simulation on the meaning and characteristics of culture. designed to give participants experience in observing and interacting with a different culture. Players are divided into an Alpha and Beta group or "culture." Alpha is a relaxed culture which values personal contact and intimacy, while Beta is aggressive, money oriented, thus measuring a person's worth by how well he performs in the marketplace. A representative from each group is allowed a limited time to observe the actions of the other culture but is not allowed to ask questions. Based on the observer's report regarding values and rules in the other culture, visitors from each culture are exchanged and attempt to interact successfully with the opposing culture. Time - 1 to 2 hours.

2. Star Power: (See details under classroom activities in the section on The Global Economy.)

3. Terrorism: No examination of the interdependence of humankind and the right of those humans to their own humanity would be complete without some examination of "terrorism." A particularly fruitful class exercise series can be found in "The Politics of Terror," Newsweek: News Focus, May 1975. For a copy, write to Newsweek Education Division, Box 414, Livingston, New Jersey 07039.

4. Obviously units on prejudice and race relations can be transferred into this particular unit on human rights. Emphasis should be placed on the commonalities found among groups and cultures, rather than on their differences.

5. Speakers: Foreign students are a very good resource. They are often quite willing to come and talk informally about their experiences. Good contacts are local universities, the World Affairs Council of Philadelphia (LO 3-5363) and International Classroom (University of Pennsylvania Museum, EV 6-7400). Also try local offices of the Human Rights Groups listed below. (A small honorarium may be required.)

6. Have class members write to some of the groups listed below. Have them ask each group to state whether or not its rights are fully guaranteed and ask the groups to provide evidence to support their statements:

   American Indian Movement
   Room 618
   156 Fifth Avenue
   New York, New York 10010

   La Raza
   3571 City Terrace Drive
   Los Angeles, California 90063

   C. O. R. E. (Congress of Racial Equality)
   200 West 135th Street
   New York, New York 10030

   N. A. A. C. P. (National Association for the Advancement of Colored People)
   1790 Broadway
   New York, New York 10019

NOW (National Organization for Women)
47 East 19th Street
New York, New York 10011

Manhattan Women's Political Caucus
60 West 13th Street
New York, New York 10011

Italian American Civil Rights League
635 Madison Avenue
New York, New York 10022

B'nai B'rith
1640 Rhode Island Avenue, N.W.
Washington, D. C. 20036

Japanese American Citizens League
22 Peace Plaza
San Francisco, California 94115

Chinese for Affirmative Action
669 Clay Street
San Francisco, California 94111

American Civil Liberties Union
22 East 40th Street
New York, New York 10016

National Council of Churches
475 Riverside Drive
New York, New York 10027

7. Popular feature films such as "Metropolis," "The Man Who Fell to Earth," "Logan's Run," and "The Apes" series have given views of man's possible future. Most of them have been quite gloomy about the future of human rights. This is a good basis for class discussion.

8. After their "study" of human rights, students may actually want to do something for others less fortunate than they. One recourse is to dedicate their lives, as much as possible, to make this a better world for all to live in. But a more practical and immediate way is to build a school, or help to build a school, in an underdeveloped country. They can do this by raising funds in their own school and community. For additional information write: Mrs. Jennifer Gillispie, Director, Peace Corps Partnership Program, ACTION/Peace Corps, 806 Connecticut Avenue, N.W., Washington, D. C. 20525. Or call, toll free, at (800) 424-8580, Ext. 27. A free film is also available upon request.

LOCAL FIELD TRIPS:

1. Any trip that takes students our of their own sub-culture into a sub-culture with which they are not that familiar can be used to bridge the gaps that often exist between groups. Care should be taken in these trips that the gap is not widened. Good contacts for this type of field trip are churches, community organizations and local schools.

2. An interesting trip in conjunction with the study of human rights is a visit to a court in session. To arrange a visit to a court session in City Hall, Philadelphia, contact Mrs. Marcia Halbert, school liaison, at MU 6-2840 or call Municipal Guides at MU 6-3677. Similar programs should be available in other countries.

REFERENCES:

The following four articles appear in:

Raphael, D. D., ed. Political Theory and the Rights of Man. Bloomington: Indiana University Press, 1967.

Cranston, Maurice. "Human Rights, Real and Supposed."..., pages 43-53.

Fawcett, J.E.S. "The International Protection of Human Rights."..., pages 119-133.

Raphael, D. D. "Human Rights, Old and New."..., pages 54-67.

Schneider, Peter. "Social Rights and the Concept of Human Rights."..., pages 81-94.

Styron, Rose. "Torture in Chile." New Republic, March 20, 1976, pages 16-17.

OCEANS: THE NEW FRONTIER

OBJECTIVE:

To familiarize the students with the various uses and abuses of the oceans, current and projected, and to help them understand some of the issues involved in the quest to define an international Law of the Sea.

BACKGROUND:

The single most important fact concerning the ocean is that it is composed of water. Although any child knows this, few people understand the significance of it. Water is the key to all life on Earth. Life began in the ocean and all life depends on the ocean. About half of the world's atmospheric oxygen is produced by phytoplankton, miscroscopic sea plants. The ocean serves to regulate the world's climate through its amazing capacity to store thermal energy. The total volume of the ocean is approximately 328 million cubic miles (this is about 85 percent of all the world's water) and this vast volume of water carries the sun's heat from the tropics to the polar regions, keeping the extremes of climate within the limits hospitable to life.

Although we call our planet Earth, over 70 percent of its surface is covered by the ocean and the total volume of all land above sea level is only one-eighteenth of the total volume of the ocean. If the Earth were perfectly smooth, with no ocean basins, the ocean's waters would cover the entire earth to a depth of about 12,000 feet!

From prehistoric times man has caught the fish of the sea, gathered shellfish in the shallows and even eaten seaweed. Fish provides very high quality protein, which can be concentrated, dehydrated and defatted and stored for long periods without refrigeration. In a world hungry for protein, fish are a priceless resource. Zooplankton, minute marine organisms abundant in the ocean, are a potential source of protein. Plankton can be processed to form a flour-like substance which can be added to many foods as a protein supplement. In many parts of the world fish, shellfish and even seaweed are farmed for human consumption. In the near future the amount of food produced by the various mariculture operations probably will expand dramatically.

In the last few years the offshore oil industry has received much attention. Although oil is what first comes to mind when "energy from the sea" is mentioned, the oil beneath the sea is not really energy from the sea. Energy can be extracted directly from the sea by harnessing the power of tides, currents, waves and wind. The ocean is the world's greatest collector and reservoir of solar energy. The sun's energy is the driving force behind the vast system of ocean winds and currents. Wind, waves and currents can all be made to drive generators. The stored thermal energy in the sea can also power ocean thermal energy plants in many parts of the world, particularly in the tropics. Tidal power is potentially great in areas of large tidal range. One tidal power plant has been built and is operating in France.

Every cubic kilometer of seawater contains about 30 million metric tons of dissolved solids. Of these, only table salt, magnesium and bromine are extracted in commercial quantities. The total value of the chemical elements in a cubic km of seawater probably approaches a billion dollars. At present levels of technology extraction is not economically practical, but the potential exists. In addition to oil, sub-bottom deposits of gas, coal, sulfur and potash exist and are commercially exploited to

varying degrees. On the deep seabed there are extensive deposits of metallic nodules. Generally called manganese nodules, they usually contain about 24 percent manganese, 14 percent iron, 1 percent nickel and some copper and cobalt. To date, exploration indicates that 20 to 50 percent of the floor of the Southwest Pacific Ocean is covered with nodules in concentrations of over 7,000 metric tons per square kilometer. At present values this resource is worth about 2.3 million dollars per square kilometer. The total nodule deposit may exceed 100 billion metric tons. Commercial exploitation of this resource has begun. In addition to these manganese nodules, which are considered the "glamour" minerals of the day, there are many other mineral resources in the oceans, including tin, diamonds and gold.

The ocean has been a highway for the world for thousands of years. With a few exceptions, all the great explorers of history traveled by sea. Although most of today's international travel is by air and great ocean liners no longer regularly travel the seas, most of the raw materials and goods of international trade are carried by ships (95 percent of all transported goods move by ship). Particularly for heavy and bulky cargo, there is no method of transport more economical than ships. Today's merchant ships are highly specialized and generally operate on established routes and schedules. Giant tankers transport most of the world's petroleum and, incidentally, pose a serious threat to the marine environment. High speed container ships carry great stacks of "intermodal" containers, designed to move from truck to railroad to ship without touching the cargo inside. Barge carriers serve areas without deep ports or well-developed dockside facilities. Without goods moving by sea, the entire structure of international trade would collapse.

The crucial role of the sea in transportation means that even in the age of supersonic aircraft and missiles, control of the sea is as important a factor in global strategic operations as it was in Drake's day. The naval forces of the world, both great and small, devote a high percentage of their resources to maintaining control of the sea for their own merchant shipping or denying use of the sea to potential enemies. The ability to project power abroad via the sea has long been a criterion for great power status. In today's world this takes the form of being able to mount land operations overseas; extend air operations over hostile territory for tactical purposes (through the use of aircraft carriers); and to launch strategic weapons from seaborne vehicles. Only the United States and the Soviet Union have all these capabilities.

Technology has always been a two-edged sword, bringing both benefits and disaster. Nowhere has this been more true than at sea. Advanced technology has vastly increased our knowledge of the sea and facilitated research in the sea, but it has also made it far easier for man to do irreparable damage to the marine environment. Despite great advances in research equipment, techniques and efforts, we still know relatively little about the sea. For example, only about 5 percent of the sea floor has been accurately charted. There is still much to learn about deep ocean currents -- knowledge vital to determining how much of what substances can safely be dumped in the ocean. Technology won't wait for knowledge and law to catch up; it develops at its own pace. Today the technology exists to mine the mineral resources of the deep sea, to drill for oil and gas at depths beyond any imagined a decade ago and to catch fish in such vast quantities that the destruction of several species is a very real danger.

For centuries man imagined the sea and its resources to be infinite. Today we know they are not. Fishing of some species in some areas has become so intense that stocks may be wiped out. The most publicized example of a species threatened by extinction is the great whale. The whaling industry, aided by technology which provided the harpoon gun, the fast catcher boat and the factory ship, has depleted the world's

whale stocks to the point where several species may become extinct before the end of the century. The Atlantic Bluefin Tuna, a fish which grows to over 1,000 pounds, is dwindling in numbers. The Bluefin now is protected in the United States waters but is fair game for anyone on the high seas. In the Eastern Tropical Pacific, one of the world's most productive fisheries, the total catching capacity is rapidly approaching and soon may exceed the maximum sustainable yield of several important species. Even the herring, which once fed much of Northern Europe and provided the economic foundation for the Hanseatic League, may be in trouble.

The ocean is the ultimate repository for virtually all the wastes of industrial man. Some wastes are dumped or discharged directly into the sea, others arrive there by circuitous paths. They all impede the ability of the ocean to sustain life. Petroleum and its by-products rank among the most dangerous pollutants in the sea. Oil slicks foul birds and fish, reduce the interchange of oxygen between the sea and the atmosphere and reduce the amount of sunlight (essential for photosynthesis in phytoplankton) entering the sea. Other hydrocarbons are toxic to marine life or produce genetic damage in some cases preventing reproduction. Foamed plastics discarded in the sea eventually break down into minute pellets which become stuck in the gills of fish and eventually kill them. A vast assortment of industrial wastes enters the sea each day, some lethal and others merely obnoxious. Untreated and insufficiently treated sewage has become a major problem in coastal areas near large urban centers. The array of chemicals used in agriculture, both fertilizers and pesticides, are washed from the fields and down to the sea. They, too, take their toll of life. Radioactive materials find their way to the sea, both as a result of ocean dumping and through the cooling water discharge from nuclear power plants. The cooling water from power plants (whether nuclear or fossil-fueled) and other industrial processes cause thermal pollution in many areas. By accident and by design, pollution of the sea is increasing. Since the waters of the ocean recognize no national boundaries, pollution is everybody's problem.

Throughout history nations have attempted in various ways and for various ends to regulate the use of the sea or prevent others from regulating such use. With a few exceptions, the concept of regulation has never extended more than a few miles offshore. High seas were defined as the area of the world's oceans more than three miles from shore -- or just out of range of a 17th century cannon ball.

There has been much debate (and occasional battle) over the question of how much marine territory a coastal nation owns or controls, but it has been generally accepted (which is about the best one can hope for in international law) that the high seas belonged to no state. The concept of freedom of the seas is one of the oldest and most revered tenets of international law. It is also obsolete. In discussing the casebook of which he is a co-author (The International Legal System), Professor Noyes E. Leech commented that he was tempted to add a parenthetical "if any" to the title. This rather succintly sums up the major problem in international law.

In any nation there is a readily recognizable legal system. It generally consists of a body of law, which may include a constitution, statutes, precedent, etc.; a judiciary which to varying degrees interprets the law; and in all nations a means of enforcement. At every step of the way through the system, whether the matter is civil or criminal, the element of compulsion is present. By comparison, there is no system of international law. There exists no body of international law comparable to that of most states. There are numerous international agreements, documents such as the United Nations Charter, declarations of principle, etc. There is no such document or declaration to which all nations agree. There is no ultimate source of authority on what is or is not international law. The element of compulsion is conspicuous by its absence. If

one injures another person and that person sues, the State will compel an appearance in court and will then compel both parties to abide by the court's decision. This is not true among nations. No nation or organization of nations can compel another to appear before an international court. A nation can only be sued if it wishes to be sued. Nor can any nation compel another to follow the decision of an international court, except by going to war which is an extreme and not always successful measure. This is a rather shaky foundation upon which to attempt to build a new regime of law governing the sea, but it is all the world has to build upon.

After sessions in Geneva in 1974, Caracas in 1975 and New York in 1976, the Third International Conference on the Law of the Sea has reached general agreement on one concept: the resources of the deep sea are the common heritage of all mankind. (The First and Second Conferences on the Law of the Sea were held in 1958 and 1960.) There is much debate over the exact meaning of these high-sounding words, but at least as a general concept it has been widely accepted. There appears to be general support for the idea that a coastal state's territory extends twelve miles out to sea, that it may exercise jurisdiction for purposes of regulating resource exploitation and environmental protection out to 200 miles and that the resources, both living and non-living, of the continental shelf belong to the coastal state. With the coming of the twelve mile territorial sea, the question of right of passage through straits and other narrow seas becomes critical. A glance at the globe will show many straits, historically regarded as international waters, which lie on major maritime trade routes and are within twelve miles of the coasts of one or more nations. Also, as the technology to exploit the resources of the deep sea and the deep seabed advances, it becomes increasingly important to agree on a system of regulation for those resources. As more and deadlier compounds are produced by industry, it is overwhelmingly important to reach international agreement on protection of the marine environment.

In addition to the usual stumbling blocks on the path to international agreement, there are major divisions on very basic questions standing in the way of a new regime of law for the sea. On the one side are the industrial nations, with highly developed technologies, high standards of living, relatively stable populations and a growing awareness of environmental problems. The industrial nations generally are prepared to make certain short-term sacrifices in efficiency to gain long-term environmental advantages. They also have the technological abilities to exploit marine resources and wish to do so with a minimum of delay and interference. On the other side are the Third World nations, lagging behind in technology, lacking capital, with low living standards and growing (and hungry) populations. Preoccupied with immediate problems, they tend to regard environmental protection as a luxury they can't afford. They want the resources of the deep sea to be used to better their condition. In some cases, they wish to block <u>any</u> development of those resources. For example, Zaire, which earns much of its foreign exchange from the export of manganese, doesn't want anybody dredging up manganese nodules. There are even deep differences among groups within individual nations. The membership of the United States delegation to international law of sea meetings, for example, always reflects a broad spectrum of clashing interests--oil and mineral company executives, environmentalists, fishermen, bankers, shippers, legislators, marine scientists and Defense, State and Commerce Department representatives.

To find consensus on these questions will require a degree of international good faith and cooperation never before evident in the history of the world.

CHECKLIST OF KEY ISSUES

✓TERRITORIAL SEA: How broad -- 12 miles, 50 miles, or 200 miles?

✓ECONOMIC ZONE: Full or limited jurisdiction of coastal states over fishing, navigation and seabed mineral resources in a 200-mile economic zone?

✓INTERNATIONAL STRAITS: Free transit or coastal-state control?

✓FISHERIES: Full or limited jurisdiction for coastal states? Over some or all species of fish?

✓LANDLOCKED NATIONS: Should landlocked and geographically disadvantaged nations receive special benefits? What kind?

✓MINERALS: Who owns, who shall exploit mineral resources, principally manganese nodules, in areas beyond limits of national jurisdiction?

✓SEABED REGIME: Should international authority license mining of deep seabed or have full control? Who sets the rules?

✓POLLUTION: What kind of standards? Who determines them -- the coastal state or the international community?

SAMPLE DISCUSSION QUESTIONS:

1. Who owns the oceans' wealth?

2. Should international straits be open to free transit? Why? Or should the countries bordering the straits control the traffic, both commercial and military, and set safety and pollution standards? Why?

3. Can water pollution be controlled, in your opinion? Which should take precedence, international pollution standards or national standards? Why? Should developing countries be subject to less stringent standards than industrialized countries? Why? Why not?

4. Tuna are a migratory species of fish, traveling thousands of miles each year. Who should regulate the tuna fishery? Individual states, within 200 miles of shore (or some other distance)? Multilateral and/or regional authorities? The United Nations? Should anyone regulate the catching of tuna on the high seas?

5. The climate of Northern Europe and Iceland is greatly influenced by the warm waters of the Gulf Stream. Imagine that the United States announces plans to build a giant current-driven power plant in the Florida Straits to tap the power of the Gulf Stream. Ocean scientists predict that as a result of the energy lost to the power plant, the Gulf Stream will carry substantially less warm water across the North Atlantic. This will greatly modify the climate of Northern Europe, reducing mean temperatures by five degrees Farenheit over a fifty year period. The nations of Northern Europe protest the United States plans, but the United States is adamant, citing the need to achieve energy independence. What courses of action are available to the Northern Europeans? What are the United States options?

6. The Convention on the Territorial Sea and the Contiguous Zone of April 29, 1958 (516 U. N. T. S. 205, 15 U. S. T. 1606) is a treaty carrying the force of international law. Canada and the United States are both parties to this convention. Article 14 of the Convention provides that ships of all nations shall enjoy the right of innocent passage through the territorial sea, and defines innocent passage as any passage "... not prejudicial to the peace, good order or security of the coastal State." Article 17 provides that ships exercising their right of innocent passage "... shall comply with the laws and regulations enacted by the Coastal State in conformity with these articles and other rules of international law ..." An American company builds a large oil refinery complex in Maine, near the Canadian border. To reach the refinery from the high seas, tankers must pass through Canada's territorial sea. After a year of operation, with several tankers a week arriving at or departing from the refinery, the company announces it is making certain changes to increase the efficiency and safety of its operations. During the first year, the tankers used to supply the refinery had been no larger than 75,000 Deadweight Tons. Now the company plans to introduce giant tankers of 200,000 Deadweight Tons. Instead of several ships a week, only one will be needed. The Canadian government announces that it will not permit the giant tankers to pass through its territorial waters, stating that such ships pose an unacceptable threat to the environment and that the Canadians do not have clean-up equipment able to handle an oil spill of 200,000 tons. The waters of the Bay of Fundy through which the ships travel are notorious for their dense fog, treacherous and strong currents, and many rocks, shoals and other navigational hazards. The United States Government protests, citing Article 14 of the Convention. The Canadians cite Article 17 and also argue that the giant tankers pose such an environmental risk in their waters that they are incapable of innocent passage, being prejudicial to the good order and security of Canada. Who do you think should prevail and why?

7. Several proposals have been put forth to resolve the question of regulating deep ocean resources. All begin with the premise that the resources of the deep seabed are the common heritage of all mankind. The proposals are:

   a. An international authority should be established to regulate seabed resources. The authority would license individual states or companies to develop and exploit the resources. License fees and/or royalties would go into a fund used to aid developing nations.

   b. The international authority should itself develop and exploit the resources with <u>all</u> proceeds going into a fund to aid developing nations.

   c. Same as "b," with the added proviso that any nation or group of nations economically threatened by development of a deep seabed resource would have the power to veto development.

   What are the advantages and disadvantages of each proposal? Which do you think the United States supports? Can you devise a compromise position that supporters of all three might agree to? Which proposal do you think is best and why?

8. In the absence of a comprehensive international law of the sea treaty, it has been said, conflicts over oil, minerals, fish and navigation are bound to escalate in coming years. How, in your opinion, can national interest be reconciled with the best interests of the international community?

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Books

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Carson, Rachel L. The Sea Around Us. Oxford University Press, 1951.

Clarke, A. C. The Challenge of the Sea. Holt, Rinehart and Winston, 1960.

Mero, John L. Mineral Resources of the Sea. 1965.

Major work on this topic; launched widespread interest in mining manganese nodules and other minerals of the sea.

Osgood, Robert E. et al. Toward a National Ocean Policy: 1976 and Beyond. Ocean Policy Project. National Science Foundation, 1975.

Comprehensive review of the international ocean regime and discussion of issues and options for the United States Oceans Policy.

Periodicals

"Ocean Resources," special section in Oceans, publication of the Oceanic Society. Volume 9, No. 2, March-April 1976, pages 10-43.

"Law for the Ocean Frontier," Harlan Cleveland. Oceans (same as above), pages 6-8.

NOTE: In addition to Oceans, the following periodicals should be consulted for current information on this topic:

Oceanus, publication of Woods Hole Oceanographic Institution, Woods Hole, Massachusetts.

Proceedings, The United States Naval Institute, Annapolis, Maryland.

NOAA, National Oceanics and Atmospheric Administration, Washington, D. C.

RESOURCE MATERIALS:

Ocean Resources - Set of 5 charts describing present and future uses of the Oceans. Available at $3.50 from:

Social Studies School Service
10,000 Culver Boulevard
P. O. Box 802
Culver City, California 90230

The United Nations and the Law of the Sea: A Race Against Chaos - Revised fact sheet provides a capsule history of LOS and a progress report on the current United Nations Conference. Available free from:

UNA
345 East 46th Street
New York, New York 10017

Law of the Sea: Foreign Policy Outlines - Available free from:

Bureau of Public Affairs
Department of State
Washington, D.C. 20520

(Request a complete list of State Department publications on the Law of the Sea.)

The Oceans: Deciding for Future Generations - Ideal pamphlet for introducing students to the basics of Law of the Sea. Available at $.35 from:

Ocean Education Project
245 2nd Street, N.E.
Washington, D.C. 20002

The United Nations and the Oceans by Louis Sohn - An authority on world peace through law examines international law and the oceans. Available at $1.50 from:

Commission to Study the Organization of the Peace
866 United Nations Plaza
New York, New York 10017

The Fate of the Oceans by John J. Logue (ed.) - Contains contributions from diplomats and scientists of 12 nations. Available at $1.95 from:

Villanova University Press
Villanova, Pennsylvania

Great Decisions 1975 - Has a section on "The Oceans and the Seabed." To obtain copies, write to:

Foreign Policy Association
345 East 46th Street
New York, New York 10017

Quantity discounts for orders of 10 or more are available.

AUDIO-VISUAL AIDS:

The following films should be reserved at least 24 hours in advance of showing time. They are available through the Free Library of Philadelphia, Logan Square.

The World of Jacques Yves Cousteau / 48 minutes
A day-by-day record in the lives of six "oceannauts" who pioneered an inner space expedition 328 feet below the surface of the Mediterranean for 27 days.

Those Incredible Diving Machines / 22 minutes
Jacques Cousteau feels that the sea and its resources hold the hope for the future. This film is a fascinating look into the instruments and machine which open the ocean frontiers to man.

The following films should be available from secondary school film services:

Deep Frontier (McGraw-Hill Films) / 25 minutes
Explores ocean floor in diving bell submarine. Examines underwater development aiding in future utilization of ocean resources. Interview with Jacques Cousteau.

Exploring the Ocean (Churchill Films) / 14 minutes
Pictures the ocean floor and investigates its life.

Available free through:

The Institute of Marine Science
University of Miami
Miami, Florida

"Manager of the Sea" (no description available)

Available free from Atlantic Richfield Company. Order directly from:

Modern Talking Picture Service, Inc.
1234 Spruce Street
Philadelphia, Pennsylvania 19107
(215) 545-2500

(You pay only postage; one month advance order required.)

Rincon: Island Paradox / 24 minutes
Deals with the seeming paradox of a man-made oil producing island being used as an open-air marine biology laboratory.

Available free from Exxon. Order directly from Modern Talking Picture Service, Inc.; (see above for instructions).

World Beneath the Sea / 28 minutes
Oil exploration and the development of offshore drilling.

Available at $15.00 per week through:

Great Plains National Instructional Television Library
Box 80669
Lincoln, Nebraska 68501
1-402-467-2502

The format of these films is a 30-minute lesson and all are part of the Man Builds - Man Destroys series.

All the Fish in the Sea
A documentary of the spectacular rise of Peru as a fishing nation and the inherent ecological and sociological changes that resulted.

Six Fathoms Deep
Recounts several major oil spills and some constructive responses to them. Explores the difficulties involved in controlling oil pollution.

Home to the Sea
Examines rights of passage, fishing and mineral concessions and concludes that only through global cooperation can man hope to look to the sea for his future prosperity.

CLASSROOM ACTIVITIES:

1. Control of the Seas - Simulation Exercise.

   Parallels a real world conference convened to negotiate disputed claims to the wealth of the oceans. Students are invited to take part in a challenging role-playing activity which explores the potential for cooperation and conflict in our global society. Materials included are a teacher's guide, wall display and 4 duplicating masters. Available for $5.00 through: Newsweek Educational Division, Box 414, Livingston, New Jersey 07039.

2. Jacques Cousteau, French underwater explorer, feels that the ocean has deteriorated tremendously in the last 25 years and says that "in the next 25 years, assuming nothing is done, it will die." What human activities are at present damaging the ocean environment and thereby threatening its future? Class project: research what has been done internationally to help stem the tide of ocean deterioration. What problems stand in the way of international agreement? Research and discuss proceedings of the various sessions of the United Nations Law of the Sea Conference.

3. The Bell Telephone Company of Pennsylvania provides a free speaker on the topic: The Sea. Averaging 30 minutes the program includes a modern view of the underwater realm of oceanography. Contact: Programs Department, 10th Floor, 1 Parkway, Philadelphia, Pennsylvania, 466-4111.

4. World Order Research Institute (Villanova University, Villanova, Pennsylvania 19085). Can provide guest speakers, as well as discussion questions and other materials on the Law of the Sea. Call Dr. John Logue at 527-2100, Ext. 245. (See #5, Classroom Activities Section of Peace and Disarmament.)

5. Suggested topics for Class Discussion. (These can be expanded into resolutions for formal debate or serve as the basis for informal discussion in the classroom.) Following the list three examples are given.

   International Fishing Agreements
   Minerals from the Sea
   The Oceans and Climate
   The Oceans and Atmospheric Oxygen
   Registration of Commercial Ships
   Off-Shore Drilling for Oil
   The Oceans and Pollution

   A - Minerals from the Sea - The Case of Rockbottom Enterprises

   Rockbottom Enterprises, Inc., a corporation chartered by the State of Delaware, discovers a rich deposit of manganese nodules on the bottom of the Pacific Ocean approximately 850 miles southwest of Hawaii. Rockbottom files a claim to 20,000 square miles of seabed with the United States Department of State and announces they are proceeding to full scale mining operations. (The company is known for its advanced deep-ocean technology, having once contracted with the C.I.A. to raise a Soviet submarine from a depth of 18,000 feet.) The governments of Zaire and Peru protest to the United States, arguing that the United States has supported the concept of the resources of the deep seabed are the common heritage of mankind and therefore should not permit Rockbottom to mine manganese nodules. Incidentally, Zaire's economy

depends on exports of manganese and Peru's on copper. Rockbottom has announced that the nodules in its claim have a high concentration of copper. Rockbottom urges the United States government to recognize its claim and to defend its interests and operations. There are hints from reliable sources that if Rockbottom begins operations, the Peruvian Navy will seize their ships "in the name of all mankind." What do you think would happen if this situation arose today? What do you think should be done?

B - Registration of Commercial Ships - The Case of the S. S. Rustbucket

The S. S. Rustbucket, an old tanker registered in Liberia, owned by a Lichtenstein corporation (all of the stock of which is held by a United States citizen), collides with a Soviet trawler 23 miles East of Cape Henlopen, Delaware while bound for Marcus Hook with a cargo of crude oil. The Soviet trawler sinks, with the loss of three crew members. The oil slick from the Rustbucket (which also sinks) blackens miles of beaches from Delaware to New Jersey and kills million of fish in the area. The commercial fishing industry records the worst year on record and resort operators go into bankruptcy all along the coast. The United States government and the states of Delaware and New Jersey spend almost a million dollars cleaning up the mess. Investigation reveals that the captain of the Rustbucket, a citizen of Panama, did not hold a currently valid license. The Rustbucket herself had not been inspected for safety equipment or structural soundness in over ten years. The Soviet trawler had been impeded in her efforts to avoid the collision because she was engaged in bottom trawling at the time, which is prohibited by the United States government on the continental shelf for other than the United States fishing vessels. A great deal of damage has been done, three lives have been lost and many people have suffered financially. What do you think should be done in this situation? Could it be done?

C - The Oceans and Pollution - The Case of the Tropical Nation

A poverty-stricken tropical nation began to modernize its agricultural system several years ago. It now produces barely enough food to feed its rapidly growing population, but only through the massive use of chemical fertilizers and pesticides. The heavy tropical rains wash much of these chemicals into the sea. They are now showing up in the flesh of many species of fish in the North Atlantic. There is indisputable scientific evidence that the chemicals are producing genetic mutation in the fish. The rare Sarkian Puffin, a seabird on the endangered species list, feeds on fish. The chemicals, concentrated in the fish, inhibit shell formation in the Puffin and as a result many Puffin eggs never hatch. There is also some evidence to suggest that, when concentrated to the levels found in these North Atlantic fish, the chemicals cause cancer in humans. The Audubon Society protests the continued use of the chemicals. The health officials of the nations around the North Atlantic also protest. The government of the tropical nation states that it is not convinced the chemicals are coming from its fields and that, in any event, its first concern is to feed its people. If the use of the chemicals were stopped, their agricultural production would plummet, there would be widespread starvation and, in all probability, a revolution. How would you solve this dispute if you had the power to compel all concerned to abide by your decision? What do you think would happen in the real world?

LOCAL FIELD TRIPS:

1. Maritime Museum, 321 Chestnut Street, Philadelphia. Call WA 5-5439 for group reservations. $.65 charge per person for tour and 28-minute film "History of the Port" which covers shipbuilding and life along the Delaware, trade of the 1800's and current international trade of the Port.

2. Penn's Landing and the USS Olympia, Delaware and Lombard Streets, Philadelphia. Group rates available. Call WA 2-1898.

3. Philadelphia Navy Yard. Tour the facilities including the aircraft carrier Intrepid and the Naval Museum. Call HO 5-1000. Free tour.

4. The Franklin Institute, 20th Street and the Benjamin Franklin Parkway, Philadelphia has a "Whale and Conservation Exhibit" which emphasizes how man is wasting ocean resources. Special group rates of $1.25 per student can be obtained by calling Reservations 448-1201.

5. The Mid-Atlantic Region of the Oceanic Society has recently established the Center for Ocean Studies in Atlantic City, New Jersey. Although the Center is still under construction, plans for future development include laboratories, classrooms and an auditorium. Contact the Society at P. O. Box 13357, Philadelphia, Pennsylvania 19101 to make arrangements for a visit.

PEACE AND DISARMAMENT

OBJECTIVE:

To aid students in conceptualizing the issues of peace and disarmament in an interdependent world. Various approaches to the pursuit of peace are highlighted.

BACKGROUND:

Two contradictory approaches demonstrate mankind's age-old dilemma in the quest for peace. One counsels, "Si vis pacem, para bellum -- If you wish peace, prepare for war." The other, largely a legacy of the experience of World War I, insists that "Armaments inevitably lead to war." But one thing remains certain. It is through their increasing interdependence that, under today's conditions, nations must now work to promote peace. No longer is it possible for them to attain the ideal espoused by Jean-Jacques Rousseau of setting oneself apart from the world as a means of living in harmony with it. If nations are to live at peace with each other in today's world, it can only be through the realization of more effective means of international cooperation.

Most anthropologists today agree that what has evolved in human beings are capacities for behaviors such as fighting or cooperation rather than the behaviors themselves. There is no innate urge or "instinct" to violent aggression, no biological blockage to peace. Our cultural conditioning determines whether these capacities for aggression or cooperation are brought to the fore and to what extent. However, a majority of the organized collectivities of mankind since the beginning of human history have resorted to the preparation for and execution of war. Therefore, one method that has been suggested for controlling war is the system of collective security. This involves the organization of states into a collective framework to "outlaw" an act of aggression committed by any one of them. This has been tried twice, first in the League of Nations, and subsequently in the United Nations. In the latter case, it has found some success in the application of the concept of "peacekeeping" by U.N. forces in Cyprus, West Irian (West New Guinea which came under Indonesian control by a U.N. decree in 1962) and the Middle East.

But the main mechanism upon which nations have traditionally relied to keep the peace is the balance of power. This implies that the system of forces motivating states will be such that each will have an interest in preventing any other from becoming stronger than all the rest combined. This concept finds its contemporary expression in terms of the principle of "deterrence." The logic here is that both the United States and the Soviet Union will be restrained from launching a nuclear attack upon each other by the fear of being subjected to a similar attack in retaliation. Arms control is the attempt to stabilize this situation, preferably with the minimum number of weapons. It attempts to reinforce the system of mutual deterrence by removing the elements of instability arising from the arms race.

By its very nature, therefore, arms control can go no further than the requirements of nuclear deterrence will allow it to. It cannot reduce the number of weapons beyond the point where deterrence will cease to be stable. Nor can it do any more than restore a very fragile balance of forces in the possible situation in which either side has the capability to disarm the other in a first strike. Arms control is thus to be distinguished from actual disarmament, of the type which is seen as taking place regardless of the requirements of deterrence or the balance of power. The latter can be undertaken only where nations are no longer sufficiently divided to be tempted to resort to arms.

Two other limitations upon the possibilities of arms control stem from the fact that the competition in armaments extends beyond nuclear weapons. Conventional and other weapons systems are also involved, as is the sale of arms to other nations. The latter problem poses a particularly severe threat to the stability of local balances of power. Such balances can very easily be upset by the introduction of new weapons systems or by the effect of new technologies in creating new uncertainties.

But there are other limitations to arms control which spring less from its inherent defects, or from the fact that it does not stop with nuclear weapons, than from the difficulties which result as nations attempt to measure its requirements. As the number of countries holding nuclear weapons increases, for example, the basis for nuclear deterrence will become increasingly unstable. Yet to contain the effects of this growing proliferation of nuclear weapons, the superpowers will feel under growing pressure to resort to the deployment of anti-ballistic missiles (ABMs), in turn complicating the task of arms control. And some argue that effective deterrence requires not only a secure second-strike (retaliatory) capability, but also an ability to cause damage to the other side's war-making potential, including, to some degree, his retaliatory forces. This requires significantly higher levels of weapons deployments than are compatible with the objectives of arms control.

This tendency for nations to measure the requirements of their security in terms contrary to arms control is more than just a matter of shortsightedness, or the neglect of the common interest. Even where arms control agreements have been successfully concluded -- as in the 1972 SALT I (Strategic Arms Limitation Talks) Treaty between the United States and the Soviet Union on the limitation of offensive and defensive strategic weapons -- the risk is that tensions which have in this way been relieved will still find expression elsewhere. This can happen in two ways. One is through the "rechanneling" of such tensions into other forms of armaments competition (e.g., bombers, cruise missiles), and into competition at the political level (e.g., intensification of propaganda campaigns, wars by proxy). One reason often cited for this rechanneling effect is the sheer bureaucratic inertia owing to the growth of a "military-industrial complex." Indeed, the opposition of the military-industrial complex constitutes a prime obstacle to the achievement of any form of arms control, for it thrives on the very tensions which arms control seeks to reduce.

A further way in which tensions can be redirected is through changes in the nature of the major issues dominating international affairs. The result which the SALT agreements have achieved in reducing the perceived threat from the Soviet Union, for example, means that many nations no longer feel they have as much need for the United States as before. This enables them to assert their own interests independently of those of the United States. The result is seen in the displacement in recent years of the East-West conflict between the United States and the Soviet Union by a new conflict between the industrialized nations of the Northern Hemisphere, including the United States, and the lesser developed nations of the Southern Hemisphere.

The problem, in other words, has to do with the underlying political context within which arms control is pursued. The very effectiveness of deterrence in preventing a resort to large-scale war has contributed to the intensity of conflicts at lower levels of violence. These have enormously increased the scope and the scale of violence in the modern world. Terrorism, the proliferation of civil wars, the rise of urban violence -- these refute the theory propounded by Auguste Comte and others in the last century that as society became more industrialized, it would become more peaceful.

No doubt it is true that mankind's impulse toward war - even though not biologically determined - has remained undiminished in its social expression since the advent of nuclear "balance of terror". But it is also true that the same energies which, when frustrated, lead to war and violence, can, when properly channeled, be harnessed toward the building of a more humane society. It is this task which emerges above all others as we move into an increasingly interdependent world. As we seek to realize the potentialities of our interdependence with others, we must first seek to recognize the requirements of that interdependence within ourselves.

SAMPLE DISCUSSION QUESTIONS:

1. Distinguish between arms control and disarmament. What is the relationship of each to deterrence? To the balance of power?

2. What are the assumptions behind the theory of nuclear deterrence? How warranted are these assumptions?

3. What are the assumptions behind disarmament as to the factors causing war? How valid are these assumptions?

4. What is the relationship between arms control and the underlying causes of war? What contribution can it make to alleviating these causes?

5. Who profits from the sale of arms to foreign nations? How many people do arms manufacturers employ? If the United States were suddenly to disarm, could these people be employed elsewhere?

6. How does the sale of conventional military weapons to developing countries interfere with effective arms control?

7. What is meant by the term military-industrial complex? How does it work?

8. What are the implications of nuclear proliferation for the future of world order? What are the various "degrees" of a proliferated world?

9. What alternatives are there to deterrence for preserving peace in the modern world? To the balance of power? What are the limitations of these alternatives?

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Claude, Inis L., Jr. Power and International Relations. New York: Random House, 1962.

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Feld, Bernard T. "The Charade of Piecemeal Arms Limitation," The Bulletin of the Atomic Scientists, January 1975. Volume 31, No. 1.

Long, Franklin A. and Rathjins, George W. (eds.). Arms Defense Policy and Arms Control. New York: W. W. Norton and Company, 1976.

A varied recent work.

Schelling, Thomas and Halperin, Morton H. Strategy and Arms Control. Millwood: New York: Krause Reprint Company, 1961.

A classic work on arms control.

York, Herbert. Race to Oblivion: A Participant's View of the Arms Race. Touchstone-Clarion Press, 1971.

This is a topical view of the arms race.

RESOURCE MATERIALS:

Many inexpensive but excellent resources are available to the teacher in the materials described below.

Teaching Youth About Conflict and War by William A. Nesbitt, Norman Abramowitz, and edited by Charles Bloomstein is available from The National Council for the Social Studies, 1201 16th Street, N.W., Washington, D. C. 20036 for $3.00. In addition to providing teacher background information on the many aspects of war, the nature of conflict, and an extensive guide to sources and resources for war/peace studies, this book provides two complete classroom activities: The Oil Islands Game - a simulation on conflict and cooperation, complete with teacher instructions, and the facts of The Robber's Cave Experiment - a model for understanding the dynamics of conflict and cooperation, complete with debriefing information for an inquiry approach to the experiment that includes questions on the implications for international conflict. The latter is particularly interesting to students since the Experiment involved young people.

The Harvard Social Studies Project has produced a series of issue-oriented unit books designed to help the student clarify their values on a particular topic. The books listed below are $.50 and available from American Education Publications, Education Center, Columbus, Ohio 43216.

(a) The Limits of War: National Policy and World Conscience - This unit examines the problems of world violence, world peace and justice. Included in the text is an overview of the major changes in man's attitudes toward war, a case study of the Nuremberg trials to help the student define the limits of war, a case study of Hiroshima and Nagasaki to examine the justification and use of nuclear weapons, and a study of a "War for Tomorrow" to examine the problems of nuclear proliferation and the difficulties involved in "winning" a nuclear war.

(b) Diplomacy and International Law: Alternatives to War - Through case studies, the student is encouraged to understand the distinctions among the various means - treaties, international organization, diplomacy, custom and non-violent action - of preserving peace. Of particular interest are the Cuban Missile Crisis, an example of diplomacy, and The Way of Ghandi, a pattern of non-violent action.

(c) Organizations Among Nations - Examines the underlying premises of various types of international organizations to determine if, under any form, nations can be controlled. Functional organizations are examined by studying the International Geophysical Year, the International Postal Union, and The Robber's Cave Experiment;

regional, through the OAS, UN-type organization for Latin America, through Italy-Ethiopia and the Congo 1960; and world organizations, through a simulation. The simulation is designed to help students consider the changes they prefer in the international system. The first stage of the game is played under the present United Nations charter in a nuclear armed world; the second stage, under a new United Nations charter in an unarmed world.

A Biography of Educational Simulations available for rent from the Church Center for the United Nations - National Council of Churches, Church Center for the United Nations, 777 United Nations Plaza, Room 10E, New York City 10017. Will send a list of 18 games dealing with international affairs which can be rented from the Center for a small fee.

War/Peace Film Guide by Lucy Dougall - World Without War Council, 1730 Grove Street, Berkeley, California 94709. $1.50. Guide contains an annotated list of 200 films, both short and feature films.

Center for War/Peace Studies - 218 East 18th Street, New York City 10003, publishes Intercom three to five times a year on various world topics ($1.50 a copy). Each topic is designed for direct classroom use.

#67 Teaching About War, Peace, Conflict and Change

#75 Teaching Global Issues Through Simulation: It Can Be Easy

#78 Teaching Interdependence: Exploring Global Challenges Through Data contains a section called "World Military Interdependence," (pages 11-13) which uses charts, graphs, and tables to demonstrate military interdependence, military world expenditures, and military vs. other spending.

#79 Teaching Toward Global Perspectives II includes a section entitled "Activity Cards on Conflict," (pages 3-7), a collection of 20 individual activities designed to help students understand that conflict is part of their life and can occur within and between individuals, groups and nations.

Learning Resources in International Studies - 60 East 42nd Street, New York City 10017, has several learning packages which can be duplicated for students. Learning packages are quite involved and can be used only for the above-average to superior student. ($1.50 each.)

(a) The State Exercise System - This simulation illustrates the factors affecting the stability of the international system by comparing three types of state systems - the classical 18th century, the modern state system of the late 19th and early 20th centuries, and the contemporary state system.

(b) Foreign Policy Decision-Making - In this simulation students are encouraged to see how decisions are made by examining the influence of the decision-makers' background and the different types of decisions that must be made.

Issues and Perspectives: A New York Times Resource Library - Harper and Row Publishers, 10 East 53rd Street, New York City 10022, has produced an interesting series of books for the average student (approximately $1.35 each). Titles include: Could You Kill?, The Bumpy Road to Disarmament, Nationalism, Deterrence: World Policy, Diplomacy: How Nations Negotiate, and The Peacemakers.

Disarmament and Hunger: Life and Death for Planet Earth - Outlines comparative costs of present arms production and development programs and show linkages between disarmament and hunger. Critical of the United States policy on both socres. Raise moral issues and question of priorities. Available free from:

U. S. Inter-religious Committee on Peace
100 Maryland Avenue, N. E.
Washington, D. C. 20002

Other Organizations - Various materials are available upon request from these organizations. Write for list of publications.

Center for Teaching About Peace and War
754 University Center Building
Wayne State University
Detroit, Michigan 48202

Center for Teaching International Relations
Graduate School of International Studies
University of Denver
Denver, Colorado 80210

Foreign Policy Association
345 East 46th Street
New York, New York 10017

Institute for World Order, Inc.
11 West 42nd Street
New York, New York 10036

AUDIO-VISUAL AIDS:

The following films are available from the Free Library of Philadelphia. They may be ordered at most branch libraries; reservations should be placed at least 24 hours in advance. Most are probably available through secondary school lending services.

The Twisted Cross / 54 minutes
The rise and fall of Adolph Hitler and the Nazi movement.

Fable-Safe / 9 minutes
An animated cartoon satirizing nuclear armament.

The Hat / 18 minutes
An animated film satirizing the senselessness of war and excessive military defense.

Hiroshima-Nagasaki - August 1945 / 16 minutes
Film report made from original footage, showing the destruction brought to Hiroshima and Nagasaki by two atomic bombs.

Games / 7 minutes
An animated film showing primitive hunters killing for food, then discovering that the same bows and arrows can kill each other. Film ends with total annihilation by the atomic bomb.

The Hole / 15 minutes
An animated film in which two construction workers discuss the chances of an accidental nuclear war.

Memorandum / 58 minutes
Scenes of Germany today alternate with shots of Nazi horrors. The grim contrasts raise questions of universal guilt and responsibility.

The Reason Why / 14 minutes
One-act play written for the screen by Arthur Miller, dealing with man's impulses toward violence, killing and war.

A Short Vision / 7 minutes
Imaginative portrayal of atomic destruction as seen in animated cartoons and filmed painting.

Star Spangled Banner / 5 minutes
View of death in war portrayed in slow motion to the sound track of "The Star Spangled Banner."

To Live / 8 minutes
Newsreel clips depict the effects of war on people.

Vietnam: Journal of a War
BBC documentary on the Vietnam war, the United States participation in it, and its effects on the lives of the Vietnamese.

Workshop for Peace / 24 minutes
Surveys work done in the cause of peace in the various meeting rooms and offices of the United Nations.

Toys
Details in section on World Law and International Institutions.

CLASSROOM ACTIVITIES:

1. "The Oil Islands Dispute: A Classroom Game of Conflict and Cooperation"*

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*Copyright - William A. Nesbitt

Have the students write other scenarios that might be used with the game. Can they think of historical situations that might be used with the game?

2. American Friends Service Committee (1501 Cherry Street, 19103) - Provides guest speakers when possible for a given topic. Speakers usually have been involved in programs abroad. Honorarium suggested. Call Marjorie Seeley at 241-7051. AFSC has a wide selection of inexpensive pamphlets and will upon request send Peace Literature Catalogue.

3. NARMIC (National Action/Research on the Military Industrial Complex) - A program of the AFSC, has a number of publications and a slide show presentation on the Vietnam War. Call Arthur Kanegis at 241-7173 to arrange for guest speaker.

4. Friends Peace Committee (1515 Cherry Street, 19103) - For a nominal fee will provide speakers, films and educational material for the programs listed below:

   a. United Nations and World Order
   b. Policy and Legislation - particularly in the areas of the Middle East, South Korea, foreign aid and the military budget
   c. Militarism and counter-recruitment
   d. Peace conversion for the Delaware Valley

5. World Order Research Institute (Villanova University, Villanova, 19085) - Can provide guest speakers, as well as discussion questions and other materials on world order, especially in the area of the law of the seas. Call Dr. John Logue at 527-2100, Ext. 245. The Institute also conducts three forums a year which are open to interested high school students.

6. Defense Personnel Support Center (2800 South 20th Street, 19145) - Will provide guest speakers, either civilian or military, on receipt of a letter stating desired topic, type and size of audience, and names of other speakers. Arrangements should be made in advance to allow time for clearance of topic from Washington. Contact: Mr. L. J. Fitzpatrick at 597-7042.

7. SANE: A Citizen's Organization for a Sane World (1411 Walnut Street, 19102) - Conducts programs which include a weekly radio program on WUHY-FM, Mondays at 10 p.m., arranging public meetings, distributing leaflets, and promoting speakers and films for community groups. Call 564-6242.

8. U.S. - China Peoples Friendship Association (1717 Spruce Street, 19103) - Provides speakers and films on a variety of topics. Contact KI 5-3556.

9. Committee on New Alternatives in The Middle East (331 LaFayette Street, New York City, 10012) - Provides speakers representing different perspectives on peace and an extensive literature service with information on the Palestinians, Israel Peace Movement, Arabs in Israel. $1.00 each. Call (212) 475-4300.

10. Interdisciplinary approaches to teaching this topic are very applicable and might include some of the following:

a. Discussion of William Golding's Lord of the Flies to develop insight into the nature of conflict and aggression.

b. Study of interrelationship of science and technology with war - e.g., biological and chemical warfare, meaning of nuclear fission and fusion.

c. Math problems and graphs related to military-industrial complex - e.g., percent of GNP spent on military.

11. Discussion of "Missiles of October" - Have students watch the CBS-TV presentation of the Cuban Missile Crisis (if possible use a school video tape) usually shown at the time of the anniversary of the conflict. Discuss in class.

12. Panel Discussion - Have students study recent Olympic games and then discuss the following topic: "Do the Olympic games promote harmony or reinforce hostile feelings among contestants?" (Note: Can be related to the concepts of conflict and cooperation presented in The Robber's Cave Experiment. See Resource Material section of this unit.)

13. The Bell Telephone Company of Pennsylvania provides a free speaker on the following topic:

"NORAD - by placing a long distance call to the North American Air Defense Command in Colorado Springs, you become part of their incredible complex."

To arrange for speaker, contact: Programs Department, 10th Floor, 1 Parkway, Philadelphia, Pennsylvania, 466-4111.

LOCAL FIELD TRIPS:

1. Defense Industrial Supply Center (700 Robbins Avenue, 19111) - Conducts student tours explaining the Center's function in the federal government. DISC also provides guest speakers. Call Mr. DeFrancesco at 697-2310. A complete packet of information, explaining DISC's responsibility for the wholesale support of the military with industrial items, is sent to the school before the date of your tour.

2. Philadelphia Electric Company's Limerick Atomic Information Center - Near Pottstown, is open to students. The Center houses exhibits, slide shows, and demonstrations on the topic of atomic energy and is open Wednesday through Sunday from 10 a.m. to 4 p.m. Contact: Mr. Noble T. McHugh, Manager Community Relations Department, 2301 Market Street, Philadelphia, Pennsylvania 19101, (215) 841-4308.

3. Philadelphia Navy Yard. Tour the facilities including the aircraft carrier Intrepid. Call HO 5-1000. Free tour.

RESOURCE SCARCITY

OBJECTIVE:

To familiarize students with the current supply of and demand for arable soil, fresh water, minerals necessary to industry and agriculture and energy sources, and to develop within them an appreciation for the conflicting points of view concerning the scarcity of these materials and resources and the impact of the economic interdependence of nations in these areas.

BACKGROUND:

The population of planet Earth is sustained entirely through interaction with earth's natural resources. Throughout most of history mankind has earned a livelihood in economies of scarcity. Meager resources at hand, necessary to the maintenance of life, have been an unrelenting reality. For much of the earth's people this is still true. People lived on a narrow economic margin structured on agriculture and the whims of the elements. Life was hard and short lived; nature used severe constraints to limit population and provide a crude equilibrium between the earth's resources and the number of supportable people. Those constraints were famine, plague and disease. Thus, through most of history, the earth's population has been relatively small and did not place a burden on the earth's resources.

It is only in the past two hundred years, especially in the late nineteenth and twentieth centuries, that man has come to use enormous quantities of mineral resources. The Industrial Revolution of the late eighteenth century was responsible for bringing about a radical departure from the relatively simple life that people had lived until this time. Utilizing steam powered machinery--and later other energy sources--industry using ever complex technology produced an increasing and abundant supply of goods at lower prices. Industries based on extraction, processing and manufacturing and using mineral wealth expanded rapidly. In Europe and the United States during the 19th and 20th centuries farmers used large quantities of capital in the form of machinery to bring about increased production. Displaced farm workers migrated to urban centers, transfer points for commodities and manufactured products, where they found employment. A new and dynamic technology, industrial and urban oriented, was responsible for providing the essentials of life to growing numbers of people. Simultaneously, medical science achieved breakthroughs in the control and extermination of certain contagious diseases. Both factors caused more people to be born and to live longer, setting aside nature's constraints. As population growth has accelerated, accompanied with resource depletion, some observers have concluded that the resources of the earth and the technology are not equal to these rising demands; others, the more optimistic, maintain that present resources and technology can meet effectively the challenges and demands of an ever-crowded world. In examining these conflicting points of view, it will become apparent that we face serious problems and there is a growing imperative for international cooperation since no one nation is self-sufficient and no one nation is in a position to solve all of these problems.

The wars and the rising consumer demand of the present century have used up great quantities of all metals. Extensive exploration has sought to replenish diminished reserves of ore. As a result, today we find iron ore as a major item in international trade. Since metals are no longer cheap, substitutes are used extensively where possible. The same must be said for energy. The development and expansion of the auto

industry and the appliance industry have generated a huge demand for gasoline and electrical power. Concomitant with this was the American homeowner who, beginning in the 1930's, replaced coal as his principal home heating fuel with natural gas and oil. Coal was inefficient, dirty and costlier than these competing fuels. Oil and gas were cheaper because their extraction process involved fewer resources than shaft mining. It was also easier and less costly to distribute these fuels. It is apparent, therefore, that increasing industrialization and rising population, translated into consumer demand, have caused an acceleration in the use of resources.

Man requires arable soil in order to cultivate foodstuffs for himself and his livestock and for raw fibers from which he makes clothing and shelter. The need for food is obvious; the importance of fiber crops like cotton and hemp is suggested by the fact that the American consumer's second greatest expenditure is for textiles of such fibers. Unfortunately, soil is prey to erosion, and that which is of poor composition may be washed or blown away. Moreover, fiber growth is highly regionalized -- even given a supply of arable soil the cultivation of any crop is limited to certain areas of the world. This makes arable soil where other conditions are right for fiber cultivation all the more scarce. (8) Another important product of arable soil is wood. Actually, upwards of 50 percent of all lumber is used for fuel. Alternative uses of wood include construction and paper. The United States leads the world in paper consumption; production of one year's Sunday New York Times requires 125,000 tons of newsprint, the annual growth of 1250 square miles of Canadian forest. (3)

It is difficult to know for sure the extent to which arable soil is scarce. Unquestionably, much of the world lacks for good growing conditions, but this is as much the result of insufficient water supplies and threatened fertilizer production as it is of soil scarcity. It is perhaps more useful simply to acknowledge the need for soil as a component of good growing conditions and to concentrate on the need for protection against erosion. Soil conservation may be achieved through mechanical means such as terracing and through biological measures like crop rotation. (3) The world supply of timber is somewhat easier to judge. Despite our tremendous consumption of wood products, the United States still has a large supply of timber -- a half billion acres of commercial forests. (3) In many developing nations, however, especially in India and central Asia, trees are truly scarce. (4) This paucity of forest growth is some indication of the availability of arable soil. The demand for fresh water is greater now than ever before. Worldwide industrialization requires substantial supplies of water for the processing of raw materials. Population growth and the expansion of urban areas have meant the need for more drinking water and for water to carry away large quantities of sewage. Widespread hunger has spurred intensive agricultural efforts, and more often than not irrigation serves to nourish these new crops. Yet the world supply of fresh water has very real limits, and in some nations desalination of sea water is already underway. (3) Industrial progress and agricultural success depend in large part on a bountiful supply of certain minerals. The United States industrial growth on current levels requires roughly 1300 pounds of iron, 23 pounds of copper, and 16 pounds of lead per year per person. Iron is widely used in construction, as is lead. Copper is most highly valued for its electrical conductivity. (1) Another mineral, petroleum, is a major source of fertilizer.

The Club of Rome, a private group of 100 business men and scholars concerned with the future of man, aroused world attention and intense controversy three years ago with its report on "The Limits to Growth" which, using studies based on a large computer model of world resources, industrialization, pollution trends, population, food and minerals, showed that the world was running out of room and resources and that constant economic growth could not be maintained. At its meeting in Philadelphia

in April 1976, the Club reversed its position, recognizing that further global growth is essential if the problems of world poverty and threats to world peace are to be solved. It now advocates a program of selective growth and wishes to publicize the problems facing mankind. It has stated that these problems are of such magnitude, complexity and interrelationships that traditional policies and institutions are no longer able to cope with them.

By far the most widely publicized aspect of resource scarcity is the so-called "energy crisis." In the fall of 1973, the oil-rich Arab nations shut off supplies to some nations of the West, and by the following January the price for imported petroleum had doubled. This action by the Arab states severely aggravated an already difficult energy situation in the industrialized countries; energy consumers began to be forced to think in terms of reordering their priorities and altering their habits.

Although it is impossible to know exactly how much fuel remains, with respect to oil, M. King Hubbert, a leading authority on oil reserves, in Resources and Man, places the ultimate recoverable total of crude oil in the world at somewhere between a low estimate of 1,350 billion and a high estimate of 2,100 billion barrels. At the present rate of growth in production, the high estimate would be passed by the year 2002, the low estimate by 1996. Thus, if current trends continue in the growth of crude oil consumption, the world will have exhausted all available supplies within three decades. The same is also true for natural gas. If present usage continues, several decades will see complete exhaustion of supplies. Too, utilization of many of our fuel reserves would be destructive to the surrounding environment. (5) In those countries where wood serves as a major source of energy, the crisis is grave indeed. Shortages of arable soil and fresh water intensify wood scarcity, and the prices of firewood and charcoal are skyrocketing in Africa, Asia and Latin America. Yet reserves -- the identified deposits of minerals that are exploitable at current levels of technology -- are constantly being revised as a result of exploration, technological advances and price hikes. The Geological Survey has estimated that the United States has potential resources to meet cumulative demand for many of its important mineral commodities well beyond the end of the century. However, turning these potential resources into reserves is not easy; there is no assurance that production costs can be met. As for new sources that can be tapped, an official of the Interior Department's Office of Economic Analysis recently pointed out that three quarters of the world is covered by water and is virgin territory for mineral extraction.

The scarcity of energy sources in the United States is also at least somewhat politically motivated. The control of American energy prices and technology is in the hands of large private companies. Generally speaking, the oil companies have pursued that course of action which is most profitable, and a free market does not encourage the participants to bother with long-term environmental considerations. Indeed commodity shortages can be very profitable for the producer; it is often necessary to distinguish actual resource scarcity from contrived shortages. (5) On an international scale, resource scarcity has a quite compelling political component. Experts predict that the most significant power shift of the decade will involve the nonaligned developing and resource-rich countries. As in the case of the oil cartel, poor and otherwise powerless nations will receive considerable attention from world powers in exchange for the raw materials crucial to industrialized existence. (7) Some American economists hold that the poorer resource exporters will never act collectively to raise prices because every possible sale is absolutely necessary. (2) Nevertheless, the present and projected resource scarcities are rife with international political implications.

In current discussions of the topic Resource Scarcity, two main and divergent points of view are emerging. There are those who believe the earth's critical resources are dwindling at an alarming rate. They maintain that exponential growth in production caused by expanding industrialization and population is creating a burden which the finite resources of the world cannot bear or sustain. On the other hand, there are the optimists who claim that undiscovered mineral reserves, new technologies and exploitation of the ocean floor can insure expanding production and support larger populations at higher standards of living. Both viewpoints are in agreement, however, that a broadened international approach is essential if mankind is to survive.

APPENDIX

The following tables will serve to illustrate various aspects of the current resource picture.

1. PRODUCTION AND IMPORTS OF PETROLEUM BY THE UNITED STATES (THOUSANDS OF BARRELS PER DAY)

YEAR	PRODUCTION	IMPORTS
1964	7,614	1,199
1965	7,804	1,238
1966	8,295	1,225
1967	8,810	1,128
1968	9,094	1,290
1969	9,237	1,409
1970	9,636	1,324
1971	9,461	1,681
1972	9,477	2,222
1973	9,187	3,244
1974	8,800	3,500

Source: The Oil and Gas Journal, January 29, 1975, page 108.

2. INDEX OF WORLD FOOD SUPPLY

YEAR	RESERVE STOCKS OF GRAIN	GRAIN EQUIVALENT OF IDLED U. S. CROPLAND	TOTAL RESERVES	RESERVES AS SHARE OF ANNUAL GRAIN CONSUMPTION	
	(MILLIONS METRIC TONS)			(PERCENT)	(NO. OF DAYS)
1961	154	68	222	26	95
1962	131	81	212	24	88
1963	125	70	195	21	77
1964	128	70	198	21	77
1965	113	71	184	19	69
1966	99	79	178	18	66
1967	100	51	151	15	55
1968	116	61	177	17	62
1969	136	73	209	19	69
1970	146	71	217	19	69
1971	120	41	161	14	51
1972	131	78	209	18	68
1973	105	20	125	10	37
1974	89	0	89	7	27

Source: The United States Department of Agriculture

3. U. S. IMPORTS OF SELECTED MINERALS FROM PRINCIPAL SUPPLIERS, 1972

MINERAL	IMPORTS AS PERCENT OF U. S. CONSUMPTION	MAJOR SUPPLIER
Aluminum (BAUXITE)	96	JAMAICA SURINAM GUYANA AUSTRALIA
Chromium	106*	SOUTH AFRICA U. S. S. R. TURKEY
Cobalt	98	BELGIUM LUXEMBOURG FINLAND NORWAY CANADA ZAIRE ZAMBIA

*The United States is stockpiling this mineral resource.

MINERAL (Continued)	IMPORTS AS PERCENT OF U. S. CONSUMPTION (Continued)	MAJOR SUPPLIER (Continued)
Copper	18	PERU CHILE
Iron	28	CANADA VENEZUELA
Lead	26	CANADA AUSTRALIA
Manganese	95	SOUTH AFRICA GABON BRAZIL ZAIRE
Mercury	58	CANADA MEXICO
Nickel	74	CANADA NORWAY
Sulfur	13	CANADA
Tin	77	MEXICO MALAYSIA THAILAND BOLIVIA
Titanium	72	AUSTRALIA
Tungsten	44	CANADA AUSTRALIA BOLIVIA PERU THAILAND
Uranium	12	CANADA
Vanadium	32	SOUTH AFRICA
Zinc	52	CANADA AUSTRALIA BELGIUM-LUXEMBOURG WEST GERMANY JAPAN MEXICO PERU

Source: Second Annual Report of the Secretary of the Interior Under the Mining and Minerals Policy Act of 1970: Appendices, June 1973.

SAMPLE DISCUSSION QUESTIONS:

1. How will the United States and the world respond to the situation of resource scarcity? Discuss political implications of any national or transnational measures taken in this regard.

2. What was the primary cause of the 1973 "energy crisis"? Was it the result of resource scarcity? Was it an international or domestic crisis? Explain.

3. What is the relation of resource scarcity to food scarcity?

4. What has caused mineral and oil depletion?

5. How can new technologies produce new resource reserves?

6. Should energy sources continue to be owned by private companies or should governmental ownership be instituted? Why? Why not?

7. Should an international body be established to control and distribute natural resources? If so, how should it be formed (of whom should it be composed)? What should be its priorities?

8. Which is a better way to ease gasoline (or any other) scarcity: higher prices (in form of taxes or free market price) or rationing? Explain how each would work to increase available resource supply.

9. Much of the natural wealth of undeveloped countries is in the hands of foreign-based companies. Is this arrangement best for the undeveloped countries? If not, how and when should the resources be nationalized?

10. How do you think we will heat our homes and run our cars in the year 2000?

11. You can't eat iron, wear it, or heat your home with it. Why is it crucial to a modern nation's standard of living?

BIBLIOGRAPHY:

Brown, Lester R. The Global Politics of Resource Scarcity. Overseas Development Council Paper #17, 1974. (Available for $1.00 from ODC, 1717 Massachusetts Avenue, N.W., Washington, D. C. 20036.)

Examines underlying pressures that have been brought to bear on earth's resources and discusses emerging politics of global shortages. Brief but excellent discussion of the problem.

_____. World Without Borders. New York: Random House, Inc., 1972.

Examines the principal factors affecting human well-being in the late 20th century and whether or not we can reorder global priorities so that the quality of life will improve rather than deteriorate. This is an integrated global overview for educators in all disciplines who wish to put their specific subject matter into a socially relevant global context.

Falk, Richard A. This Endangered Planet. New York: Random House, Inc., 1971.

Meadows, Dennis L. and Donella H. et al. The Limits to Growth: A Report on the Club of Rome Project for the Predicament of Mankind. New American Library/Potomac Associates, 1972.

Conyroversial report which began to focus world attention on mankind's finite resources.

Ward, Barbara and Dubos, Rene. Only One Earth. New York: Ballantine Books, 1972.

RESOURCE MATERIALS:

July/August 1975 issue of Current History contains articles on the topic "Energy and Scarce World Resources." Of particular interest are:

"Mineral Resources in the New International Order" and
"International Control of Scarce Resources"

Available at $1.50 per copy (10 or more of the same issue $1.00 per copy) from:

Current History
4225 Main Street
Box 4647
Philadelphia, Pennsylvania 19127

"Permanent Sovereignty Over Natural Resources" - The United Nations Secretary General's Report, September 30, 1974. Also see subsequent report of January 31, 1975. Available from:

U. N. Publications Office
United Nations
New York, New York 10017

Commodity Data Summaries 1976 - Data sheets on domestic industry structure, Government programs, tariffs and salient statistics for 95 individual metals and fuels. Includes information on world resources. Available free from:

U. S. Bureau of Mines Publications
Distribution Branch
4800 Forbes Avenue
Pittsburgh, Pennsylvania 15213

UNCTAD IV and the Commodity Movement - Turns complex issue of commodity power into readable material suitable for high school students. Available at $.10 per copy from:

Overseas Development Council
1717 Massachusetts Avenue
Washington, D. C. 22036

"Explorations in the Emergent Present" by Robert Hanvey (Intercom #77) - Well-written summary of conflicting future outlooks - optimistic or pessimistic - and suggestions for a classroom approach to this controversey. Available from:

Center for War/Peace Studies
218 East 18th Street
New York, New York 10003

"The Shortages of Mineral Raw Materials" by Simon D. Strauss, Vital Speeches of the Day, July 15, 1974, $.60 - An executive of a major American mineral producer examines the reasons for and answers to raw materials shortages.

Contact: U. S. Government Printing Office, Washington, D. C. for list of available publications on World Resources.

AUDIO-VISUAL AIDS:

The following films are available from the Free Library of Philadelphia. They may be ordered at most branch libraries; reservations should be placed at least 24 hours in advance.

The River / 32 minutes
A history of the Mississippi River. Underscores the relationship of forests to soil to water.

Water / 15 minutes
Deals with the diminished world water supply. Advocates an international organization to deal with the problem.

Watershed Wildfire / 21 minutes
A film about a southern California fire which destroys 85,000 acres of watershed and the intensive re-seeding undertaken to prevent erosion and flooding. Depicts relationship between land and water.

The following films should be available from most secondary school film services.

Fuels -- Their Nature and Use/11 minutes
Describes the various types of fuel available and offers a history of their use.

Energy Crisis / 13 minutes
Depicts different sources of energy and estimates their respective life expectancies.

Heat and How We Use It / 11 minutes
A film about the sources of heat and how it is used.

The following films are available free from the Philadelphia Electric Company. To order them, contact: PECO's Program Bureau at (215) 841-4395.

The Energy Crunch
The role of electric power and of the Electric Company in the present energy crisis.

Nuclear Power and You / 20 minutes
Explores the nature of nuclear power and answers numerous questions about the safety and advisability of developing nuclear power plants. (Produced by the Electric Company.)

Available at $15.00 per week through:

Great Plains National Instructional Television Library
Box 80669
Lincoln, Nebraska 68501
1-402-467-2502

The format of these films is a 30-minute lesson and all are part of the Man Builds - Man Destroys series.

Scars on the Surface

Program begins with views of earth as seen by the Apollo Astronauts; then comes a montage of mined areas, scars on the planet's surface inflicted by man in his search for minerals. The film points out the need for a reduction in the extravagant and trivial uses of resources.

Only One Earth

Program focuses on the United Nations Conference on the Human Environment held in Stockholm in 1972. Participants began to take to heart the concept that it really is one world and that nations and peoples are interdependent.

Under New Management

Program opens on the great Brazilian rain forest, the biggest unexplored land mass on earth and one of the world's important oxygen suppliers. Brazil regards this area as the key to new prosperity. No one knows what would happen to the oxygen supply with the forest gone. Here is a modern dilemma - is Brazil taking the route to prosperity or to catastrophe?

Nor Any Drop to Drink

Water is the most common substance on earth and falls on all of us - but not equally. This program looks at the problems of distribution of water by examining working projects throughout the world.

Waste Not

Industrial nations have devoured energy in happy competition and encouraged developing nations to do the same. Energy shortages can be hazardous for the affluent and disastrous for the poor. This program offers ways to conserve the world's energy for human needs.

A Place to Live

World-wide population pressures mandate that, over the next decades, man must build as many houses as he has built since the beginning of history. This film examines the planning and management of human settlements for environmental quality.

CLASSROOM ACTIVITIES:

1. What raw materials went into the production of the clothes you are wearing? Is their further use threatened by the recent resource scarcities? If so, what materials might be used in their place? Design a suit of clothes for the year 2000.

2. Pick one of the resources discussed in this unit. On a map of the world, indicate those areas rich in the resource, those with sufficient supplies, and those lacking in it. What political implications can you see in the way your map has shaped up?

3. Keep a diary of your daily electricity or gasoline use -- that is, make a note every time you turn on an electrical appliance or make a trip in a car. Can you cut your energy consumption in half? What electricity or gasoline use would you be willing to replace with physical exertion or doing without?

4. The Israeli Consulate is willing to provide a speaker on water supply, desalination, and irrigation. Israel is a good example of a country which has largely come to terms with a real resource scarcity, but which continues to face the political component of resource interdependence. To arrange for a speaker, call (215) KI 6-5556.

5. Philadelphia Electric Company will provide the following programs for presentation in the classroom. To order them, call PECO's Program Bureau at (215) 841-4395.

   Consumer Tips and Things No Man Ever Told a Lady about Electricity
   How electricity works and how to use it most economically.

   Basic Electricity
   Deals with types of electrical generation, transmission, and wiring systems.

   Money to Burn
   How to conserve energy and save money in home energy use.

LOCAL FIELD TRIPS:

1. The Texaco Oil Refinery in Westville, New Jersey provides tours of the plant for groups of high school students. The tour takes about one hour and should be arranged as far in advance as possible by writing: Mr. R. H. Howell, Plant Manager, P. O. Box 98, Westville, New Jersey 08093, with information about the group you would like to bring.

2. The Alan Wood Steel Company in Conshohocken schedules free half-hour tours for high school students over age 16. To arrange for a tour write: Mr. R. F. Groves, Vice-President, P. O. Box 112, Conshohocken, Pennsylvania 19428.

3. The Philadelphia Water Department conducts one-hour tours of three water treatment plants in the Philadelphia area. The plants are located at State Road and Linden Avenue, at Belmont Avenue and Ford Road, and at Queen Lane and Fox Street. To arrange for a tour, contact: Mr. Harris at (215) MU 6-3803.

4. High school classes may visit the Philadelphia Electric Company's Limerick Atomic Information Center near Pottstown. The Center houses exhibits, slide shows, and demonstrations on the topic of atomic energy and is open Wednesday through Sunday from 10 a. m. to 4 p. m. Arrangements for a visit can be made by contacting Mr. Noble T. McHugh, Manager, Community Relations Department, 2301 Market Street, Philadelphia, Pennsylvania 19101, (215) 841-4308.

5. "Futures, Continuing the American Experiment," a special exhibit at the Franklin Institute, 20th Street and the Benjamin Franklin Parkway in honor of the Bicentennial. Students have the opportunity to explore the frontiers of the future in some considerable depth and to ponder their meaning in human terms. Students learn how we got to where we are in matters of resource consumption, energy demand, etc. and find out that there are choices available to Americans that do not of necessity involve the current trend toward bigger and more complex things. Special group rates of $1.25 per student can be arranged by calling Reservations at 448-1201.

REFERENCES:

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(3) Dasmann, Raymond F. Environmental Conservation. New York: John Wiley and Sons, Inc., 1972.

(4) Eckhom, Erik. "Wood: It's Man's Oldest Energy Crisis." Philadelphia Inquirer, August 10, 1975, 81:1.

(5) Freedman, S. David. Energy: The New Era. New York: Walker and Company, 1974.

(6) Nation, January 18, 1975, 220:37.

(7) Sulzberger, C. L. "Subterranean Politics." New York Times, January 9, 1974, 55:5.

(8) Zimmerman, Erich W. World Resources and Industries. New York: Harper and Brothers, 1951.

SCIENCE AND TECHNOLOGY

OBJECTIVE:

To conceptualize the relationships of science and technology to the development of human progress, to the growth of world problems, and to the potential for international interdependence. Students are asked to consider the ethical and social aspects of what are often thought to be purely material concerns.

BACKGROUND:

If there has been a single force which has dominated the twentieth century, affected the lives and fortunes of its people, and created both the need and the potential for international interdependence, it has been the explosive growth of science and technology. Science and technology have a special significance in an interdependent world. Science has been defined as "know-why" to technology's "know-how" (Jones, page 5), and together they are summoned to meet man's material needs. In an era of interdependence, nations share a material destiny; science and technology are clearly and continually implicated therein. Moreover, as in the case of the United States development aid, science and technology are excellent currency for foreign exchange. Consider, too, that technological achievements--particularly mass communication and intercontinental transport--have brought nations closer together and raised questions of global interdependence in the minds of those who must act on them. In fact, science and technology themselves build a case for global cooperation, for they have no real national identity. The international community of scientists is well suited, therefore, to pursue its goals in an interdependent world.

At no time in all of history has change been so rapid or the growth rate of knowledge been so enormous. Nearly ninety percent of the scientists who ever lived are alive today. More science was developed in the first fifty years of this century than in all time previous; yet the next twenty-five years saw more knowledge of science gathered than in all earlier time including the previous fifty years. It is estimated that our rate of information acquisition is doubling every ten years. It may be difficult for us, who can watch instant replays of news occurring half a world away, to realize that Andrew Jackson fought the battle of New Orleans not knowing that the War of 1812 had been over for a month. Within the lifetime of people currently alive, we have gone from the horse and buggy as our chief means of personal transportation to supersonic jets and space vehicles which travel unerringly to Mars or the Moon. In less than fifty years, medicine has gone from largely the administration of placebos to the eradication of killers and cripplers like polio, tuberculosis, smallpox, diphtheria and scarlet fever, as well as to the utilization of antibiotics, sophisticated surgery and complex diagnostic techniques.

What is science? The question is much more difficult to answer than might be presumed, partially because science includes a wide variety of activities and methods, but more importantly because science is a product of human reasoning which involves processes which are elusive. In the Greek era, science and philosophy were one. In the Middle Ages, both became emmeshed with theology. After the renaissance, experimental procedures for studying nature led science away from metaphysics and out of the realm of philosophy. In more recent years, the methods of science have been experimental and analytical, developing explanations of phenomena in terms of generalized concepts and mathematical form so as to bring order and simplicity into understanding of the universe.

The scientific revolution began quietly in 1901 with man trying to understand both the nature of the smallest things, the nucleus of the atom, and the largest things, the size and magnitude of the universe. From those speculations, Planck devised the Quantum Theory, which was to change our whole view of physics and of the unchangeability of matter and energy. Over the next few years the fertile brains of Einstein, Bohr, Fermi, Pauli, and others revolutionized scientific thought and the race was on. The field of physics advanced with exponential speed, followed by rapid advances in chemistry, biology, astronomy, engineering, and mathematics. The questions concerning the internal structure of the atom or the magnitude of the universe have still not been resolved, but we have grown to understand and use nuclear energy, radioactive isotopes, electron microscopes, quarks, pulsars, and quasars. Technology has produced giant atom smashers, nuclear medicine, high speed copying machines, computers, and appliances. Even our wars have been technologic, with advances from the trench warfare of 1914 through tanks and airplanes to intercontinental missiles with nuclear warheads.

An analogue may help students understand the explosive rate at which science and technology have advanced. Civilization as we know it has been in existence for about six thousand years. If we let a clock with sixty minutes on it represent civilization, then one minute on the clock would represent a hundred years. On this time scale man's first real understanding of science began four minutes ago. All work was done by human or animal labor until about two minutes ago when the steam engine and subsequently the locomotive were invented. Television came into being only twenty seconds ago, radio half a minute ago, the airplane forty seconds ago. Totally new products and fields of study such as computers, electronics, plastics, X-ray, cellular biology, space science, and nuclear physics came into being in the last thirty seconds. The electric light, automobile, motion picture and tape recorder all were invented in the last minute.

The changes have brought sociological and economic effects. Man has been thrust into instant communication with his neighbors and his environment without the opportunity for acclimatization. Nations have been brought closer together without increasing their empathy or their understanding of each other. Each stage in technologic progress has had its human and environmental costs. Barry Commoner wrote, "There is no such thing as a free lunch." It took over 150 million years to develop the coal, oil and other fossil fuels in this earth. We have exhausted better than 75 percent of these fuels in this century, and we continue to use them as if they will last forever. We face difficult problems of population, finite resources, pollution and general degradation of our environment as the result of our technological advance. There are a number of doomsday philosophers who would condemn all science and would ban any future technology as the causes of our problems. The truth is that both science and technology are morally neutral. Neither science nor technology have moral or ethical values. It is up to human beings to use science morally and ethically.

Every step in human progress involves human costs. Each solution brings new problems. There are no panaceas nor easy answers and technological progress will not in itself lead to any utopia. Each advance has a price and a trade-off. Our ability to split the atom may lead to unlimited new energy sources and give us new tools for medicine and industry. It also provides dangerous potential for thermal and radioactive pollution and leaves us with an unacceptable weapon for war or terrorist activities.

Ultimately, decisions concerning science and technology must be made not by scientists and engineers, but by informed citizens. We can no longer afford to be divided into what C. P. Snow called two cultures, one scientific and one humanistic.

Citizens must be informed on both sides so they can make decisions which reflect moral judgment and ethical values.

There is an important concomitant. Science has given us both methods and tools to attack these problems. If we use them well, we may still live wondrously on this finite planet. Norman Cousins wrote of the latest Viking space probe to Mars, "The reach of a spaceship, wondrous as it is, is only a minor reflection of the reach of the human mind. The human species can accomplish anything it can conceive. This would suggest that the most spectacular achievements of all will come when the human mind and spirit can conceive of an existence on Earth without brutality, without squalor, and without war."

SAMPLE DISCUSSION QUESTIONS:

1. Can you explain why, despite our having put men on the moon, much of the world is still hungry? Does the solution to world hunger lie in science, technology, or neither?

2. When does human life begin? end? Can science or technology provide the answer to these questions? Why or why not?

3. What has been the greatest scientific achievement of this century? What contribution has it made to the alleviation of human misery? On what grounds have you determined that it is a great achievement?

4. Have science and technology made the world interdependent? Do they make nations independent? What is the relationship of technology to interdependence?

5. Is it possible to own an idea? Is it possible to own knowledge? Why? Why not? Do industrialized nations expect to be paid for the science and technology they share with the developing nations? Should they?

6. Discuss genetic engineering? Does man owe it to himself to perfect the species in whatever way possible or does this constitute a violation of some natural order?

7. What is the meaning of the world ecology? What has been the contribution of science and technology to our ecology? What should it be?

8. What is the relationship of science to technology? Which comes first? Is one dependent on the other?

9. Is the technologist responsible for the results of his efforts? Is the scientist responsible for the uses to which his knowledge is put?

10. What are the arguments for and against experimentation with animals? with humans?

11. Discuss this statement made by Adlai Stevenson in 1969. What did he mean?

    "We travel together, passengers on a little spaceship, dependent on its vulnerable resources of air and soil; all committed for our safety to its security and peace; preserved from annihilation only by the care, the work, and I will say, the love we give our fragile craft."

12. Can we solve some of our problems by having less technology or is more technology needed?

13. If we had to give up most of the technologic achievements of this century, which three would you like most to keep?

BIBLIOGRAPHY:

Cahill, Kevin M. The Untapped Resource: Medicine and Diplomacy. Maryknoll, New York: Orbis Books, 1971.

This collection of essays treats the role of medicine in international relations. In addition to pointing up some of the substance of medical aid, the contributors argue strongly for its continuation.

Cardwell, D. S. L. Turning Points in Western Technology. New York: Neale Watson Academic Publications, Inc., 1972.

This is a careful and competent history of technology. Especially useful are Cardwell's straight-forward explication of the philosophical issues and his presentation of the relationship between science and technology.

Jones, Graham. The Role of Science and Technology in the Developing Countries. New York: Oxford University Press, 1971.

A detailed and somewhat technical treatment of its subject, this book examines the relationship of science and technology to development. A clear and organized presentation of a multitude of issues.

Susskind, Charles. Understanding Technology. Baltimore: Johns Hopkins University Press, 1973.

A superb look at the history of modern technology, the concepts involved in that technology, and the sociological implications of technological advance. Susskind also addresses himself to the issue of responsibility for technology's application.

RESOURCE MATERIALS:

Science and Technology in an Era of Interdependence ($2.00) - 1975 Report of the United Nations Association policy panel. Available from:

UNA
345 East 46th Street
New York, New York 10017

Futuribles - Simulation can be ordered for $9.45 as DCR551 from:

Social Studies School Service
10,000 Culver Boulevard
P. O. Box 802
Culver City, California 90230

A small group game using cards to suggest possible future events and stimulate discussion. 288 cards list possible developments in communication, energy, food, health, housing, human experience, international relations, justice, learning, natural resources, government, population, production, religion, society, space, transportation, and work. Students play cards in response to questions about probable features, effects of specific future scenarios, effects on present values, and needed social and material inventions. Many patterns of games are possible. Teacher's guide includes two suggested games. Players: 7-8. Time: Flexible, 15 minutes - 2 hours. (For classroom adaptation without purchase of game, see #4 under "Classroom Activities." Can also be used in conjunction with other units such as Resource Scarcity.)

Contrast - 16 study prints available at $1.50 per set. Can be ordered as FP1011 from Social Studies School Service. (See above.)

All are in black and white and are accompanied by a poetic quotation from a classical author. Subjects include a starving African child, a hair stylist at work, a Chicago hunger march, housing in Lisbon. Teacher's guide discusses how the prints might be used and lists further resources. (Suggested use to supplement other units in this Curriculum Aid.)

Future Shock by Alvin Toffler - Available in paperback at $1.95 (Y6700) Bantam.

Limits to Growth by D. L. Meadows - Available in paperback at $1.50 (W5767) NAL.

Any of the various books on, by or about the commentator on the modern media experience, Marshall McLuhen, can provide a good basis for class reading and discussion.

AUDIO-VISUAL AIDS:

Films

The following films are available for a rental fee.

Future Shock / 42 minutes - Dist. - McGraw Hill Films, 1221 Avenue of the Americas, New York, New York 10020. Fee: - $35.00.

Discusses change and how man adapts to it. Shows what is happening today to people and groups who are overwhelmed by change and illustrates the emerging world of tomorrow. Based on Alvin Toffler's book of the same title.

From Myth to Technology - Or, The Real Story of the Garden of Eden / 30 minutes - Dist. - Saturn.

Features R. Buckminster Fuller tracing man's obscure origins in the East, and follows him from his subjection to myth westward to the dominance of his world with the aid of technology in order to prove that man himself is the bridge between science and humanism.

Choice, The Imperative of Tomorrow - A Series / 29 minutes (4 films) - Dist. - United Church of Christ, Offices of Audio-Visuals, United Church Press, 1505 Race Street, Philadelphia, Pennsylvania 19102.

Provides information about the radical new changes that are taking place as a result of technological developments. Attempts to involve as large a group of concerned people as possible in making choices that will determine our future. Titles: Creation or Destruction, The Need to Choose, Preparation or Panic, and Superman or Cyborg.

Films (Continued)

Science / 28 minutes - Dist. - UCCAV (See above.)

Presents an interpretation of the impact of science on modern lives, illustrated by Bell Telephone Laboratories. Shows Telstar and lasers and discusses the power science has given man to do good or bad.

Science and Foresight / 25 minutes - Dist. - Time-Life Films, 43 West 16th Street, New York, New York 10011.

Examines the problem of how to cope with the advances of modern science and technology, illustrates examples of research discoveries which are simultaneously helpful and harmful. Emphasizes the need for better communication among scientists, technologists and government.

Nobody Loves a Rich Uncle / 27 minutes - Dist. - Paulist Productions, 17575 Pacific Coast Highway, Pacific Palisades, California 90272.

Shows that affluent nations are obliged to assist underdeveloped countries. Part of the Insight Series. (Also suggested for unit on The Global Economy.)

Traditional sources for free films should also be checked for titles that may be applicable.

Miscellaneous

The following sound filmstrips, filmstrips and slides are available without charge.

Community Development Self-Help / Slides - Dist. - CARE, Incorporated, Director of Public Information, 660 First Avenue, New York, New York 10016.

Shows local projects in various countries around the world. Projects such as safe water supply, nutrition, educational programs, school construction, and agricultural development are depicted. A script accompanies the slides. (Can also be used to enrich study of various other units of this Curriculum Aid.)

Science, Technology and Society / Filmstrip - Dist. - American Iron and Steel Institute, Teaching Aids Distribution Center, Bedford Hills, New York 10507.

Developed as a tool to help students gain an appreciation of science and technology, and to help them become aware of career opportunities in scientific fields.

Challenge and Change / Sound Filmstrip - Dist. - Aluminum Association, 750 Third Avenue, New York, New York 10017.

Traces the history of science from Aristotle to the moon landing. It illustrates the uses of aluminum in modern technology.

CLASSROOM ACTIVITIES:

1. The Bell Telephone Company of Pennsylvania will provide a free speaker on the following topic:

   "Imagineering - imagination cannot be engineered but combining the two makes anything in communications possible."

   To make arrangements, contact: Programs Department, 10th floor, 1 Parkway, Philadelphia, Pennsylvania 19103, 466-4111.

2. The Schuylkill Valley Nature Center will provide speaker and slide shows on the following:

   "The Urban World - where man, his technology and the environment meet. Is this our finest hour or our last?"

   "Nuclear Power - Necklace or Noose? - The friendly, scary genie of fission and fusion power." (Can also be used in conjunction with units on Peace and Disarmament and Resource Scarcity.)

   Fee varies according to group size. Contact: Speakers' Bureau, Schuylkill Valley Nature Center, 8480 Hagy's Mill Road, Philadelphia, Pennsylvania 19128, (215) 482-7300.

3. An excellent speaker on problems involved with modern energy can be arranged through Public Service Gas and Electric, 250A, 80 Park Place, Newark, New Jersey, (201) 622-7000, Ext. 3424. Contact utilities in your particular area for similar program.

4. Survival Skills: Classroom Constructed Simulation. (No cost to minimal cost.)

   Divide students into small groups. Construct a scenario that they have been stranded on an island similar to their neighborhood before the advent of man. What must they do in order to survive? Make fire, shelter, clothing, grow food. Have them work at home and in class trying to survive in a non-technological environment. Obviously, the degree to which students accept the given situation of the simulation and the atmosphere engendered by the instructor in the class will result in varying degrees of success. Discussion of what modern man does and does not know should follow any attempt at the above. Students who have read Robinson Crusoe should be encouraged to describe some of what DeFoe has to say.

5. Classroom Constructed Simulation based on "Futuribles." See Resource Materials for description of simulation. Using file cards or slips of scrap paper have the class, individually or in groups, construct probable future developments in the areas listed in the various categories. Then construct scenarios of the effects of these developments on peoples of varying technological sophistication.

6. The following are only a selected list of activities that may be done in a classroom with a very limited amount of time.

   A. Prepare a reading or recording of the traditional American "Ballad of John Henry" for the class.

      a. Does the theme of the ballad present the steam drill as man's enemy or as man's friend? Explain.

b. Is the ballad a "protest" song? What does the ballad say about man and machine in the 1880's?

B. Which of the following positions do you agree with?

a. "Technological progress has given us power over our environment. At the same time it has reduced our freedom."

b. "We have more freedom today than ever before. Technology has released us from much of the drudgery that dominated the lives of our ancestors."

Students could be divided into research groups to gather evidence for each point of view. For example, the increased use of computerized dossiers by credit companies and government agencies would support position (a) while the widespread reliance on common household appliances would back up position (b). A class debate might be staged to continue the discussion. Another approach would be to have students expand the two positions, in written form, based upon material they have gathered from their research.

C. The following table explores the far reaching influence of the automobile in our lives. Use it as a springboard for discussion and the constructing of your own list for other technological developments.

SELECTED IMPACTS OF THE AUTOMOBILE
(1895 to present)

From: A Technology Assessment Methodology
by Martin V. Jones

Value

Geographic mobility.
Expansion of personal freedom.
Prestige and material status derived from automobile ownership.
Privacy-insulates from both environment and human contact.
Development of automobile cultists (group identification symbolized by type of automobile owned).

Environment

Noise pollution.
Automobile junkyards.
Roadside litter.
Land erosion from highway construction.
Unsightly billboards.
Air pollution - lead, asbestos, hydrogen chloride, carbon monoxide, oxides of nitrogen, oxides of sulfur.

Economic

Mainstay and prime mover of American economy in the 20th century.
Large number of jobs directly related to automobile industry (one out of every six).
Rise of small businesses such as service stations and tourist accommodations.
Suburban real estate boom.
Depletion of fuel reserves.

Economic (Continued)

Stimulus to exploration for and drilling new oil fields.
Development of new refining techniques, resulting in cheaper and more sophisticated methods.
Decline of railroads (both passenger and freight).

Social

Changes in patterns of courtship, socialization and training of children, work habits, use of leisure time, and family patterns.
Created broad American middle class and reduced class differences.
Created new class of semi-skilled industrial workers.
Substitution of automobile for mass transit.
Ready conversion of heavy industrial capability of automobile factories in World War II to make weapons.
Increased tourism.
Changes in education through busing (consolidated school versus "one-room country schoolhouse").
Traffic congestion.
Annual loss of life from automobile accidents about 60,000.
Older, poorer neighborhood displacement through urban freeway construction.

LOCAL FIELD TRIPS:

1. An excellent resource for speakers and help in setting up field trips to local industires such as U. S. Steel, Honeywell, MacNeil Laboratories, UNIVAC, etc. is Joseph H. Campbell, Jr., Program Director, American Committee for Economic Education, 1617 John F. Kennedy Boulevard, Philadelphia, Pennsylvania 19103, (215) LO4-0385.

2. The Plasma Physics Laboratory in Princeton, New Jersey, a fusion research facility, offers tours to high school students. To make arrangements, call Mrs. Pollitt, 1-609-452-5605.

3. "The Futures" Exhibit at the Franklin Institute; see details under Local Field Trip section of unit on Resource Scarcity.

WORLD LAW AND INTERNATIONAL INSTITUTIONS

OBJECTIVE:

To help students to understand the concepts of international and supranational institutions, the differences between them, the needs they are designed to fulfill and the obstacles to their development.

BACKGROUND:

The future forms and functions of international institutions may be the most crucial issue facing nations struggling with the fact of international interdependence and the hope for the emergence of a human community on planet Earth. For this reason, it is important for students to understand the nature of the present international system and the institutions which sustain it, and the problems which must be resolved before changes in international institutions can be made, or satisfactory progress toward a real global community achieved.

There are two major categories of international institutions operating in the world today, the governmental and the non-governmental (NGO's). Although this unit will emphasize the governmental, it should be noted that non-governmental organizations are contributing significantly to meeting international needs and in some ways are becoming part of the established institutional patterns of the world political system. In speaking of governmental institutions, a distinction should be made between international institutions and transnational institutions. Within this distinction we find a summary of the basic differences between present international institutions and proposals for world law or world government.

International refers to organizations and associations consisting of national governments. The United Nations and its various organs and agencies, as well as such regional organizations as the Organization of American States or the Organization of African Unity are such international organizations. These organizations are formed voluntarily by the nation state members to accomplish some mutually agreed upon aims and objectives. Such associations have only those authorities and responsibilities explicitly granted to them by the membership. They have no real authority to enforce decisions upon the members or to require the members to take or cease from taking any specific actions. International organizations are built upon the assumption of national sovereignty. Sovereignty is the ultimate power and right for a nation to make its own decisions, to follow its own interests. Sovereign nations are subject to no higher authority.

A supranational organization or world law system, on the other hand, is one which does have authority over its members much the same way as national governments of the world have authority over their various provinces and states. The concept of supranationalism is based upon the assumption of a broader common interest among nations which would require some limitations of the sovereign authority of the various nation states in the interests of the common world community. The question of sovereignty is perhaps the most crucial in the evolution of international and global institutions.

Many nations have only recently emerged from colonial domination to a full enjoyment of sovereignty and ideological differences over the interpretation of the common good of the world community are rampant. Sovereignty has become the symbol of national identity, of national interests, and for many human groups, of survival itself.

On the other hand, those who view current global problems as a real threat to survival see sovereignty as a major stumbling block to the development of institutions able to deal adequately with these problems and thereby assure survival.

Non-governmental organizations in many ways are able to transcend the obstacle of the conflict over sovereignty. Their concerns are, for the most part, not political or national concerns but rather human and global. Some major, worldwide, non-governmental organizations are The World Council of Churches, the Young Men's and Young Women's Christian Associations, the Lion's Club and the Rotary Club. Although some of them, such as the latter, refer to their global organization as "international," they are really more transnational. Transnational refers to associations of persons who have joined together not as representatives of nation states, but as representatives of particular interests or purposes. For example, persons from the same profession coming from various parts of the world join together to explore and pursue the progress of their profession, attempting to transcend national differences in these pursuits. In many respects, the non-governmental organization can be viewed as the prototype of a world citizen's group which does not necessarily negate nor reject national identity. Nationality simply becomes one factor in a total identity.

Another important form of transnational organization is the so-called multinational corporation. Multinationals as they are generally called, are businesses (very often also referred to as international businesses) which have branches in various parts of the world. The stockholders and the administration of such corporations generally represent several nations; although, often one nation will predominate in control of a multinational corporation. What makes it multinational or indeed global is the world-wide operation. Multinational corporations also are mini-global institutions, made up of persons operating on a global scale in the interests of maximizing the production in a global economy rather than a national economy.

The non-governmental organizations and the multinational corporations are extremely important transnational institutions which function actively in the present international system. Many believe they will have both a profound effect on the evolution of international institutions, and on the potential for the creation of supranational institutions. For in some ways, they are also a paradigm of supranational institutions, in that the global management is the highest authority within the entire organization or association.

One school of thought about the evolution and development of international institutions is called the functionalist or the evolutionary school. This school asserts that the present proliferation of transnational and international institutions will ultimately lead to an interlocking set of worldwide institutions providing us with a global system adequately organized to deal with the major world problems. Under this assumption, some put forth suggestions for individual, new institutions as a way of helping us achieve that global network. Some of these are proposed on regional bases to attend to problems in areas such as Latin America or Africa. Others are organized on the global basis. These global suggestions are usually presented as addenda to the present United Nations structure. One such proposal is, for example, the Ocean Regimes, a proposal based upon the assertion that the oceans are the common property of humankind, and therefore, should be globally administered and preserved. A number of non-governmental conferences have been held to discuss these proposals, as well as governmental conferences such as the 1973 Conference on the Law of the Seas.

Another approach advocates amending and strengthening the United Nations by charter revisions and by the establishment of new, related special organizations and agencies. Many such international institutions have come into being in recent years, largely as the result of the United Nations conferences responding to certain crucial global problems. The Stockholm Conference of 1973 which dealt with environmental issues resulted in the establishment of the United Nations Environmental Program. The Rome Conference of 1974 brought forth the World Food Council. Each of the many world conferences has concluded with declarations and plans of action for programs to be undertaken by member nations through the regular or newly established agencies or institutions or by special temporary committees. Thus, the conferences themselves become an important factor in the evolution of international institutions.

Finally, there is the drastic system change approach. This is one which advocates a deliberate set of steps to institute major change in the international system within a very short period of time. Many of the advocates of world law adhere to this approach. One way in which a drastic change might be brought into being is a world constitutional convention similar to the type which brought forth the American federal government; that is, a meeting at which final agreement would be made by the nations of the world on a new governmental structure under which they would all be governed. Another approach to drastic system change is the charter revision approach. The members of the United Nations would agree to specific changes in the charter, transforming that organization from an international to a supranational institution. The charter revision approach is advocated most strongly by the Association of World Federalists, the American branch of which is the United World Federalists. For the most part, the members of this worldwide organization adhere to suggestions to transform the United Nations into a system of world law published in the book World Peace Through World Law.

There is, of course, another possible means to achieving drastic system change, a major world crisis or trauma, such as a nuclear war or a famine of such great proportion as to lead to large-scale violence as well as massive death by starvation; or an eco-catastrophe in which an environmental problem would come to be of such proportion as to demand institutional, radical reform in order to insure the survival of the planet. There are many serious scholars of world law and international institutions who frankly believe that only a catastrophe will bring about sufficient motivation to the nations of the world to take the necessary steps to establish an adequate system of global institutions. On the other hand, there are (particularly in the field of peace and world order research) a group of scholars and policy scientists who believe that although the trends are growing to such a proportion as to narrow the possibilities and the number of choices, there are still many steps which can be taken. Creative plans can be made, not only to design new institutions, but also to work out ways in which these institutions can be brought into being without large-scale violence, massive trauma or extensive human suffering.

What all of these groups have in common is the basic belief that present international institutions must be changed and most specifically, national sovereignty must be limited in certain areas if the human species is to survive. They have generally agreed that the major problems which must be addressed are those of war and violence, poverty and development, freedom and political participation, environmental health and social justice and the end of discrimination.

The establishment of a world government is a very controversial issue because such a government would mean the loss of national sovereignty. The roots of the fear of world law are, to some degree, to be found in some of the key components of proposals for world government. In addition to sovereignty, the security issue is also a crucial one, creating anxieties in many persons who oppose all forms of world government. Persons who advocate strong national defense systems and support additional arms development tend to fear the United States being less prepared militarily than other nations. Not only would the nation state give up its right to take up arms in its own defense, it would also have to submit to the compulsory jurisdiction of a world court.

These are two of the major components of the world law system and are central to the proposals of Clark and Sohn, which contain plans for a staged program of complete and general disarmament. Under complete and general disarmament, all nations would give up all arms with the exception of a small armed force to maintain domestic order. Disputes would be peacefully settled by the World Court. (The World Court, established in 1899, is one of the oldest of the present international institutions. It operates now under international law and has no power to enforce its decisions. Nations bring their cases to the Court voluntarily.) National armies would be replaced by a world peace force, charged with keeping the peace and defending the security of nations. A world revenue service would collect taxes from nations to support the peace force and the legal services of the court. Another significant feature of the plan, attractive to those concerned about the drain of resources into defense systems, is the world development authority, whose resources would gradually increase as the cost of the present arms system is reduced.

Clark and Sohn drafted their proposals to meet what they considered to be the major weakness of the United Nations. The United Nations was, in 1945 at its founding (and still, in spite of the growing number of members each year) not universal in its membership. Universality then, was an important aspect of their proposal, as well as making the United Nations an authority to make laws in the field of peace and disarmament and enforce and interpret those laws.

The present United Nations is viewed by some scholars to be an important source of international law. But so long as it is a part of a system of sovereign states, out and out enforcement is not one of its powers. It is important, however, to note that persuasion and prestige are important sources of enforcement within the present United Nations. Indeed, many believe that the world organization has grown tremendously and responded most creatively to world situations, in spite of the severe limitations on its resources. Even though it cannot force its members to support nor obey it, there are some who believe that the avoidance of a third world war would not have been possible had there been no United Nations.

Yet, there are many critics of the United Nations who say it not only reflects the sovereign nation state power system of the world, it also is organized according to the economic differences of the world, the major decisions having been made for a long time by the rich and powerful nations. On the other hand, in the late 60's and early 70's, the former colonial countries have become more and more powerful in the United Nations. The so-called "Group of 77" has, in fact, put forward a thrust leading to a whole new set of international institutions to deal with economic equity, namely the New International Economic Order. Some claim that the United Nations response to poverty and development is more vigorous than those of any of the plans for world law. World law, these supporters of the United Nations say, is more concerned with peacekeeping and war prevention.

One area which some students of global institutions find inadequately addressed in both the present proposals for world law and the presently structured United Nations is the area of human rights and political freedom. Some people fear world law could end in a massive repression of civil liberties throughout the world. Others say that the present repression, nation by nation, is growing so rapidly that world law could be no worse than where we are heading right now. Although the United Nations Human Rights Commission has increased its scope, it too lacks enforcement procedures, and even the Clark/Sohn plan gives minimal attention to the human rights question. However, many non-governmental, transnational organizations are especially concerned with these issues, and are working both to create a global consciousness about such problems and to take such action to overcome them. Among these groups are Amnesty International, the International League for Human Rights and the International Commission of Jurists.

So students of world affairs and persons concerned with the future of humankind devote much attention to questions of world law and international institutions. The basic task of survival is shaping appropriate world agencies and processes to assure peace, overcome poverty, protect human rights and preserve the environment.

SAMPLE DISCUSSION QUESTIONS:

1. What are the differences among and between "international," "transnational' and "supranational organizations?" What is the difference between international law and world law?

2. How would a world government differ from the present United Nations?

3. What are the trends contributing to the growth of international institutions? What is the role of governmental and non-governmental groups?

4. What problems seem in need of a world organization for solution? What kind of world organization would best solve the problems?

5. What criteria should be used in designing and evaluating global and/or international institutions? What values influence the criteria you have named?

6. What policies should the United States pursue in regard to international institutions? How could the American people be persuaded to support these policies?

7. What are the major arguments in favor of world government? What are the major arguments against world government?

8. Who would benefit most and/or least from world government? What kind of global institutions would be most likely to benefit from the majority of the world's people?

9. What have been the major successes of the United Nations?

10. What kind of global institutions would you most like to see in operation in the year 1990? Upon what values would they be based? How would they work? How could others be convinced to work for such institutions?

BIBLIOGRAPHY:

Books and Booklets

Clark, Grenville and Sohn, Louis. Introduction to World Peace Through World Law. Chicago, World Without War Publications, 1973.

The best short and concise convergence of concepts of world law and various approaches to strengthening international institutions. Contains extensive bibliography, lists of organizations and other resources.

Gardner, Richard and Millikan, Max (eds.). The Global Partnership, International Agencies and Economic Development. New York: Praeger, 1968.

Saurwein, Virginia (ed.). The United Nations at Twenty-five. New York: The Center for War/Peace Studies.

Controlling Conflicts in the 1970's. New York: U. N. A. of the U. S. A., 1970.

Readable summary of an alternative to world federalism.

Reprints of Articles

(All available from the Institute for World Order, 1140 Avenue of the Americas, New York, New York 10036.)

Baldwin, Ian, Jr. "Thinking About a New World Order for the Decade 1990." From War/Peace Report, January 1970. 6 pp. 25¢.

Carter, M. and Fraenkel, J. "Teaching About International Peacekeeping Procedures." From the Social Science Record, Winter 1972. 7 pp. 25¢.

Carter, M. and Reardon, B. "Procedures for Analyzing and Clarifying Values Related to Human Rights." From the Social Studies Journal, Winter 1972. 6 pp. 20¢. (Suggested use in conjunction with Human Rights unit also.)

Mendlovitz, Saul H. "World Government in the Year 2000." Syndicated newspaper article. December 1975. 1 p. Free.

Reardon, B. "World Law: What Does It Mean? What Could It Do for the World?" From the Vital Issues, June 1971. 4 pp. 20¢.

RESOURCE MATERIALS:

Friends Peace Committee - (1515 Cherry Street, 19103), for a nominal fee will provide speakers, films and educational material for the following program:

United Nations and World Order

(See Classroom Activities Section of Peace and Disarmament for other program topics provided by this organization.)

The Harvard Social Studies Project - Has produced the following issue-oriented unit books:

Diplomacy and International Law: Alternatives to War

Organization Among Nations

(See details for purchase under Resource Materials section of unit on Peace and Disarmament.)

"Peacekeeping" - The first in a series of Perspectives in World Order. Prepared in cooperation with the Institute for World Order, 11 West 42nd Street, New York 10036. Available with teacher's manual for approximately $2.00 from Random House, Inc., New York, New York.

An interdisciplinary educational tool in which students are given the opportunity to evaluate four peacekeeping systems and then asked to create systems of their own.

Study materials and suggested activities are available in kit form for groups that are trying to educate themselves on peacekeeping and to exert influence to change present world systems. Write to:

Americans Talk Peacekeeping
c/o Institute for World Order
11 West 42nd Street, Room 780
New York, New York 10036

"War Criminals, War Victims" - Prepared for the Crises in World Order series in cooperation with the Institute for World Order. (Publisher and cost same as above.)

Through four dramatic case studies, students examine individual rights and individual responsibilities in world systems. (Can also be used to supplement study of Human Rights.)

A Study of Future Worlds by Richard A. Falk. (New York: Free Press, 1975) - The author outlines a world order model which could provide global solutions to global problems in an interdependent world.

The United States, Interdependence and World Order by Lincoln P. Bloomfield and Irirangi C. Bloomfield. Foreign Policy Association Headline Series No. 228.

Discusses topic in following terms: "Any basic reforms in the international system -- in "world order" - will not come from an abstract ideal of political unity and collective security that inspired earlier 20th century world order movements. They will come from the inescapable and compelling facts of interdependence in the lives of ordinary people..." Price per copy $1.40. Discounts available. See address under General Resources.

Other films, books and study materials may be obtained from:

The United Nation Association
345 East 46th Street
New York, New York

World Federalists of the U.S.A.
777 United Nations Plaza
New York, New York

The World Without War Council
7245 South Merrill
Chicago, Illinois 60649

The Office of Public Information
of the United Nations
c/o Mr. Powell
Room 378
United Nations, New York 10017

World Constitution of the U. S. A.
Association
1480 Hoyt Street, Suite 31
Lakewood, Colorado 80215

AUDIO-VISUAL AIDS:

Films

The following films are available for a rental fee.

Mother Teresa of Calcutta / 51 minutes - Dist. - Time-Life Films, 43 West 16th Street, New York, New York 10011. Fee: - $50.00.

Filmed in India by the BBC. A truly moving experience in film about a woman who thought it worthwhile to rescue abandoned babies from "dustbins." (Suggested use also for units on Food and Nutrition and Human Rights.)

The Charter (Revised Edition) / 13 minutes - Dist. - McGraw Hill Films, 1221 Avenue of the Americas, New York, New York 10020. Fee: - $10.00.

Gives the origins and development of the basic written authority on which the United Nations functions. A good basic film. Produced by the United Nations.

The General Assembly / 13 minutes - Dist. - McGraw Hill. Fee: - $10.00.

Demonstrates the almost world-wide representation in the Assembly. A good basic film. Produced by the United Nations.

The Security Council (Revised Edition) / 15 minutes - Dist. - McGraw Hill. Fee: - $10.00.

Describes the purpose and early work of the Council. A good basic film. Produced by the United Nations.

Toys / 8 minutes - Dist. - McGraw Hill. Fee: - $15.00.

This film is available free from many local film libraries. Produced by the National Film Board of Canada, it is one of the most effective anti-war statements ever made. The film should lead to much discussion about war, armaments, and disarmament. A must.

Miscellaneous

Sound Filmstrips, etc.

Excellent silent filmstrips are available from Visual Education Consultants, Inc., at low cost ($7.50) plus a handling charge of 3% (minimum $.25). Terms are net 30 days. You may take a 2% discount if you include a check for the full amount with your order. Mail your order to VEC, Inc., Box 1057, Madison, Wisconsin 53701. These are elementary (basic) filmstrips, but they give an excellent foundation. (Although produced several years ago, these filmstrips are not outdated.) Some good titles and order numbers are:

Working Together for World Peace / #1513
This filmstrip discusses the ways in which the United Nations seeks to accomplish its peaceful goals.

Conquest of the Desert-The Problem / #1558
Almost one-third of the land area of the earth is arid. Produced in cooperation with UNESCO, this filmstrip explains why the entire world must help to keep the deserts from spreading.

Conquest of the Desert-Solving the Problem / #1561
A companion filmstrip (see preceding). It discusses the ways in which scientists are helping to make the deserts habitable for the world's increasing population.

(These can be used in conjunction with study of other topics in this Curriculum Aid.) VEC, Inc. offers a package of six filmstrips prepared for the United States Committee for UNICEF in kit form for $39.95, including a free 35" x 54" full color map of the world. Order K-2949.

War Crimes / Available from the Social Studies School Service as No. ZP115R (record) and No. ZP115C (cassette) at $15.95. 10,000 Culver Boulevard, P. O. Box 802, Culver City, California 90230.

Explores the questions: Does international law really exist? Is it the same as domestic law? How can the killing which the soldier is ordered to do by his government be considered a crime? It traces the concept of war crimes from the Hague Conventions through the Nuremberg Trials to the war in Vietnam and the trial of Lt. Calley.

The United Nations: A Re-Evaluation / 2 SFS - Dist. - Associated Press. Available from the Social Studies School Service as No. SED652R (2FS, 2 records) and No. SED652C (2FS, 2 cassettes) at $45.00. (See above.)

Describes in the words of the United Nations representatives the hopes and frustrations of the United Nations. Examines past United Nations successes and failures, relating how its peacekeeping efforts have often been defeated by big power vetoes. Reviews the lesser known, but more successful United Nation activities, such as the World Health Organization, UNICEF, and UNESCO.

The United Nations: Parliament of Man/18 Study Prints - Dist. - The Perfection Form Company, Logan, Iowa 51546. #0561. Fee: - $4.50.

Official United Nations photos of the United Nations at work.

Hanvey, Robert. The Nation State. Sound filmstrip with records, cassettes and teacher's guide on the function of the nation state and its evolution. For grades 10-12. Records and cassettes: $20.50. Social Studies School Service, 10,000 Culver Boulevard, P. O. Box 802, Culver City, California 90230.

CLASSROOM ACTIVITIES:

1. Crisis - Simulation. Available from the Social Studies School Service (see Audio-Visual Section for address). Sample set (one copy of each manual and form) $3.00 or complete kit for 35 players at $30.00.

   Simulation of international conflict in which students form teams of 3-6 players to manage the affairs of 6 fictional nations. The nations are faced with the problem of resolving a tense situation in a mining area of enormous importance to the world. The goals of the nations are to maintain world supply, to prevent destruction of their nation, and to bring about world peace. Playing time - 2 to 4 hours.

2. The Conflict Between Morada and Summoria - Simulation. Available from the Social Studies School Service as STM48 - $3.00.

   An international relations game in which two nuclear powers threaten war, and students role play world leaders working for peace.

3. Summit: A Game of International Compromise - Simulation. Available from the Social Studies School Service as EG87 - $1.50.

   In this simulation students represent 7 fictitous nations attending a summit conference. Their goal is to create a ten point treaty to reduce conflict, yet protect their national interests. The nations confront such problems as arms limitations, international trade regulations, and territorial waters. Time - 4 class periods.

4. Philadelphia Bar Association will provide a speaker on international law and related topics. Call MU 6-5687 for information.

5. Obviously units concerned with conflict and war/peace studies can be transferred into this particular unit without much difficulty. The following can be put on a transparency to help prepare for the unit:

   WHY DO NATIONS GO TO WAR?

   The reasons are usually divided into immediate and underlying causes. Some of the major underlying causes of war are as follows:

   A. Socio-Psychological Factors: The desire for power. The need to dominate or redeem a past loss, to "save face," to restore or advance national prestige or pride. These factors can be viewed from the perspective of the national leaders, or the "people" of a nation.

B. Raw Materials: The need for food, basic raw materials, ports, etc., especially during periods when supply and demand are unstable due to industrial expansion, population growth, natural disasters, or previous war losses.

C. Markets: Competition for consumer, finished products, raw materials or services. Investment markets are also important to many nations.

D. Ideology: To spread an ideology (political, religious, or other) or to stop the spread of an "alien" ideology.

E. National Security: Action to protect the nation from external threats.

F. Overpopulation: The need to obtain new lands to relieve population pressures.

G. Ethnocentrism: To advance the interests of a national or racial group at the expense of another group considered to be hostile and/or inferior.

H. Internal Cohesion: To maintain, restore or advance national cohension by uniting the public against a hostile "outside force."

I. Self-Determination: The desire to free a racial, religious or ethnic group from the domination of another.

J. Humanitarianism: To further the cause of international stability and "justice" by halting the "aggressive" or "oppressive" tactics of another state.

Various assignments can be made using the taxonomy above. Students could be instructed to select the five causes that they think are most often responsible for war, to attempt to develop other underlying causes, etc.

6. The following is a list of choices on the Decision Making Spectrum that may be useful in discussing international relations:

A. Do Nothing
B. Presidential Statement, Censure
C. Call for Negotiations
D. Propaganda Barrage
E. Economic Aid
F. Economic Sanctions
G. Military Advisers
H. Military Material
I. Military Presence
J. Military Threats
K. Blockade
L. Troop Mobilization
M. Subversive Action
N. Bombing or Escalation
O. Use of Troops
P. Invasion
Q. Nuclear War

LOCAL FIELD TRIPS:

1. The World Affairs Council of Philadelphia sponsors regular trips to the United Nations and to Washington, D. C., for students and arranges for briefings at the State Department, international organizations such as the World Bank and various foreign embassies and missions. Students are given the opportunity to discuss aspects of international affairs with high level staff members of these organizations. For information call LO 3-5363.